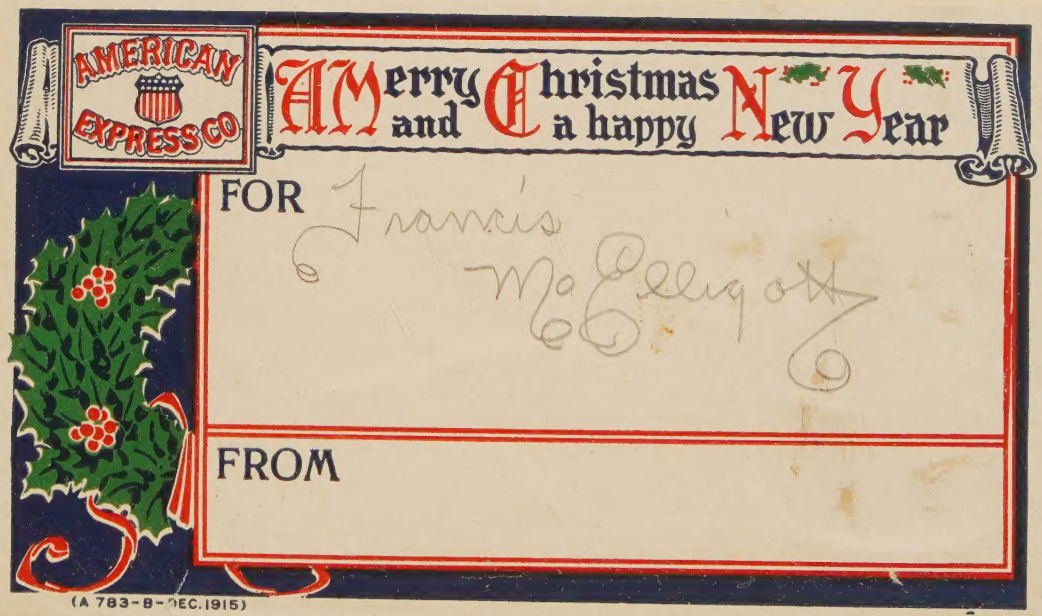
# MODERN BUSINESS ENGLISH


AMERICAN EXPRESS CO
A Merry Christmas and a happy New Year
FOR Francis McElligott
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# MODERN BUSINESS ENGLISH

A Course in English on the
"Learn to Express by Expressing" Plan

BY
CARRIE J. SMITH
AND
D. D. MAYNE

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LYONS & CARNAHAN
CHICAGO NEW YORK

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# FOREWORD

When one is confronted with the formidable list of books on English already published, he must needs have a very strong conviction that he has something worth saying if he does not apologize for adding another to the category. That the authors of this book make no apology for its issue indicates such a conviction. Not that the subject-matter of this book is new. On the contrary, it is as old as the language and the letter, but the selection, the manner of presentation and the arrangement of the material are new.

The observation of the writers and of many others shows that the study of grammar as ordinarily conducted in our schools has very little result upon every-day speech and composition. It is extraneous to the student—something learned for class-room use only. The aim of this book is to better these conditions. To this end, only the practical side of grammar is presented. Everything that furnishes mental discipline only is excluded, while that which helps to make speech and writing correct is included. This will explain why much that is ordinarily found in grammar texts is omitted from this.

The alternation of letter writing with the grammar lessons serves two purposes—it furnishes a means for the daily practical application of the grammar already mastered, and it gives variety to the work in English. If it be urged that this breaks the continuity of thought, it may be answered that a careful observation of the lessons will show that this is not true. The central thought of this book is *the formation of habits of correct English, oral and written,* and its continuity is not broken by the letter writing instruction, but strengthened by it. Each and every exercise affords the student and the teacher an opportunity to test the former's usable knowledge of grammar. It may be added that letter writing, the most practical form of composition because used by every one, receives scant atten-

tion at the hands of the public school, the great educator of American youth. This book offers ample instruction and practice in this important art.

If the grammar lessons were grouped together and the letter exercises likewise, nothing would be gained by their union between the covers of one book. This would be physical correlation merely, and the results would in no wise differ from those obtained from the use of two separate books. Grammar would still be studied more for its own sake than for the sake of its practical utility.

Complete correlation of the grammar and the letter writing can not be made by the author alone; the teacher's work must be complementary to his. The attention of the student must be constantly directed to the observation of his own language, oral and written, and thus the habit of self-activity in the correction of errors be built up.

The Oral Drill Chart is a new feature introduced for the correction of common errors in speech. To many who habitually use poor English, the wrong form sounds better than the right because they are used to it. These charts, properly used, tend to make the right forms so familiar that they sound right.

Many exercises on the use of words likely to be confused are inserted. It is expected that the teacher will supplement these by other similar exercises suggested by the mistakes made by the students in their daily work.

This book is intended to serve as a text in the first year of the high school, and in business colleges. The grammar, in subject-matter and manner of presentation, offers what is needed by both—practical, usable knowledge carefully and persistently applied,—while the letter writing is sufficiently ample for the one and not too technical for the other. It is especially well adapted to those high schools offering a commercial course.

If this book shall aid the teacher and the student in the formation by the latter of a habit of more correct use of his mother tongue, the authors will have accomplished their purpose.

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# CHAPTER I

## LETTER WRITING

**Importance of Letter Writing.**—When it is considered that, for most of us, two-thirds of the writing that we do after leaving school is in the form of letters, business or social, the importance of this form of composition can hardly be overestimated. When President Hadley of Yale said, "One may be a graduate of a university and not be able to write a good business letter," he did not mean it to be inferred that the graduate of a university necessarily can not write a good business letter, but that this ability demands a training that the university may not and probably does not give.

To be able to write a letter which is good in outward form, requires some usable knowledge of grammar, the rules of capitalization and of punctuation, and conventional forms used in business and social correspondence. But this knowledge alone will not make a good letter writer. There must be persistent practical application of this knowledge in the actual composition of letters before any degree of skill can be acquired.

The average young American, whatever may be his social position, comes in close contact with the business world, for the very atmosphere of America is that of business. In consequence of this dominating commercialism, no young man or woman can afford to neglect training in this art—the writing of a good business letter.

In this great rush of modern commercial life, no business man has either time or inclination to make apologies for the shortcomings of those who write his letters or to supplement their efforts. The student, therefore, will readily see that he must thoroughly master each detail of letter writing as it is presented if he would adequately fit himself for business contact with his fellows.

**Kinds of Letters.**—No elaborate classification of letters need be made. For our purpose the general division into *Business* letters and *Social* letters is as good as any.

*Business* letters may include Letters of Inquiry, Orders, Remittances, Dunning Letters, Letters of Introduction, Letters of Recommendation and Letters of Application.

*Social* letters may be

Formal, including Letters of Introduction, Invitations, Acceptances, and Regrets,

or

Informal, including Notes and Letters of Friendship.

**General Suggestions.**—Before beginning the study of the business letter proper, note the following general suggestions applicable to all letter writing.

*a.* Use good paper and black ink. Plain white or slightly tinted paper is always in good taste.

*b.* All letters should be written neatly and legibly and correctly punctuated. A letter marred by blots, erasures or corrections is discreditable.

*c.* All words should be properly spelled.

*d.* Every business letter requires a prompt acknowledgment of receipt if an immediate answer can not be sent.

*e.* All letters should be courteous. If for no other reason than that it *pays* to be courteous, this suggestion should be heeded.

*f.* All letters should contain the full name and address of the writer. This will render possible the return of any letter in case it goes astray.

*g.* Letters to a stranger about one's own affairs and requiring an answer should always enclose a stamp.

*h.* A letter should never be written when one is excited or angry.

*i.* Write on only one side of a sheet and if the letter consists of more than one page, the sheets should be arranged in order and paged.

## EXERCISE ONE

Write out carefully, using your own language, the answers to the following questions:

1. Why is letter writing the most important form of composition?
2. What knowledge is required in order to write a good letter?
3. What else besides this knowledge is needed?
4. Why should American young men and women be trained in writing business letters?
5. Why is it necessary to learn the forms commonly used?
6. Into what two classes may letters be divided?
7. What is included in the first class?
8. What two sub-divisions are made of the second class?
9. What is included in each?
10. What are the eight general suggestions on letter writing?

*Note.*—The answers to the above will enable the teacher to see at the outset what are the chief faults and needs of the class. Their present attainment in English—spelling, punctuation, capitalization, grammar and composition—will be clearly revealed.

Errors in manuscript may be indicated as follows:

| | |
|---|---|
| In the body of the composition, | |
| Misspelled word, | grammer |
| Capitalize, | oh |
| Small letter, | Deputy |
| Punctuation wrong, x , | Dark x gloomy days |
| In the margin, | |
| New paragraph, | ] or ¶ |
| Poor construction of sentence, | P. C. |
| Grammatical error, | G. |
| Wrong word, | W. W. |
| Sentence division wrong, ( ) | (I did not want it I had enough.) |

Too detailed marking of errors results in their correction by the student in a mechanical way with very little thought.

## CHAPTER II

## THE SENTENCE.

**The Sentence Sense.**—It is difficult to imagine a position in life in which the ability to write good, clear, forcible English is not an advantage. To one desiring to enter the business world it is a necessity.

The first essential to the development of this power is what may be called *sentence sense.* Most students know and can recite glibly that a sentence is the expression of a complete thought in words, while in practice it is not at all uncommon for many to mistake for a sentence a group of associated words which do not make a complete thought. This makes their writing loose, vague and fragmentary.

To correct this tendency, these initial lessons have been planned, and they should not be slighted. Failure to get this sentence sense means failure to write good English, and failure to write good English often means failure in one's undertakings.

Falling rain.
Rain falls.
Most boys like to play ball.
Iron is a heavy metal.
The frogs' swimming school.
Trees swaying in the wind.
Ripe apples hang above my head.
Will probably be elected president in 1908.
The bushes that served as shelter for the birds.
A business man knows that time is money.

Read the first two groups of words.

Which expresses a complete thought?

Find another group of words that expresses a complete thought.

Read all the remaining groups of words that express complete thoughts.

*A group of words that expresses a complete thought is called a sentence.*

Read all the sentences in the above.

Make sentences of all the groups that are not sentences.

## EXERCISE TWO

Determine which of the following are sentences and complete those that are not:

1. A busy man has no time for gossip.
2. The first essential to success in business.
3. When one wishes to succeed.
4. The Americans are said to worship the almighty dollar.
5. A penny saved is a penny earned.
6. Courtesy in business life is one of the steps toward success.
7. If you think how you are to write.
8. Lazy folks take the most pains.
9. No one that has traveled to the most remote regions of the world.
10. Always read with pen or pencil in hand.
11. As we glance back across the wide, unfolding centuries that stretch between us and the buried ages of the past.
12. Listen.
13. What man has done man can do.
14. A concise letter is like a well-packed trunk which contains much more than at first sight it appears to do.
15. When we condemn writing that is wordy, when we praise this style as easy and blame that as fatiguing.
16. One good, kind, story-telling, Bible-rehearsing aunt at home, with apples and gingerbread premiums is worth.
17. Many men who can not write a good business letter.
18. Sometimes when I remember that I went to school but little in my life and that my education was accordingly very deficient and that other men have much the advantage of me in this respect.
19. The exemplary schoolmaster should prefer one slip of olive to a whole grove of birch.
20. To write a letter with negligence, without stops, with crooked lines and great flourishes.

## CHAPTER III

## THE FORM OF A BUSINESS LETTER

**Importance of Form.**—If a business man received but two or three letters a day, the form of those letters might perhaps

ILLUSTRATIVE LETTER

2064 Ninth Ave,
Chicago, Ill., Sept. 5, 1906.

Messrs. Harding & Seers,
148 Jackson St.,
St Paul, Minn.

Gentlemen:

I notice in the St Paul Dispatch of Sept. 4 that you advertise for a young man to act as salesman for your goods in certain western territory. I herewith offer myself for that position.

I am twenty years of age and a graduate of the leading schools of this city. I have had one year's experience in selling your line of goods.

If my qualifications are deemed sufficient, I shall be glad to call for a personal interview at a time most convenient for you.

Yours respectfully,
James Browning.

safely be left to the individual taste of the writer, but when he receives two or three hundred letters a day, or even twenty-five, fifty or one hundred, his reading of them is made much easier by their uniformity and conformity to certain established forms. His eye is not then attracted by any variation from the customary form, hence can focus directly upon what the letter contains, the vital thing. The importance of this to the busy man—and what business man is not busy?—is so great that the necessity for the student's familiarizing himself with the established forms at the outset must be apparent.

EXERCISE THREE

The student should carefully copy the above letter to insure close attention to details.

**Parts of a Letter.**—A study of the illustrative letter will show the following essential parts:

Heading—
- Number and street
- Place
- Date

Introduction—
- Name and address of correspondent
- Salutation

The Body of the Letter

Conclusion—
- Complimentary close
- Signature

Superscription (on the envelope).

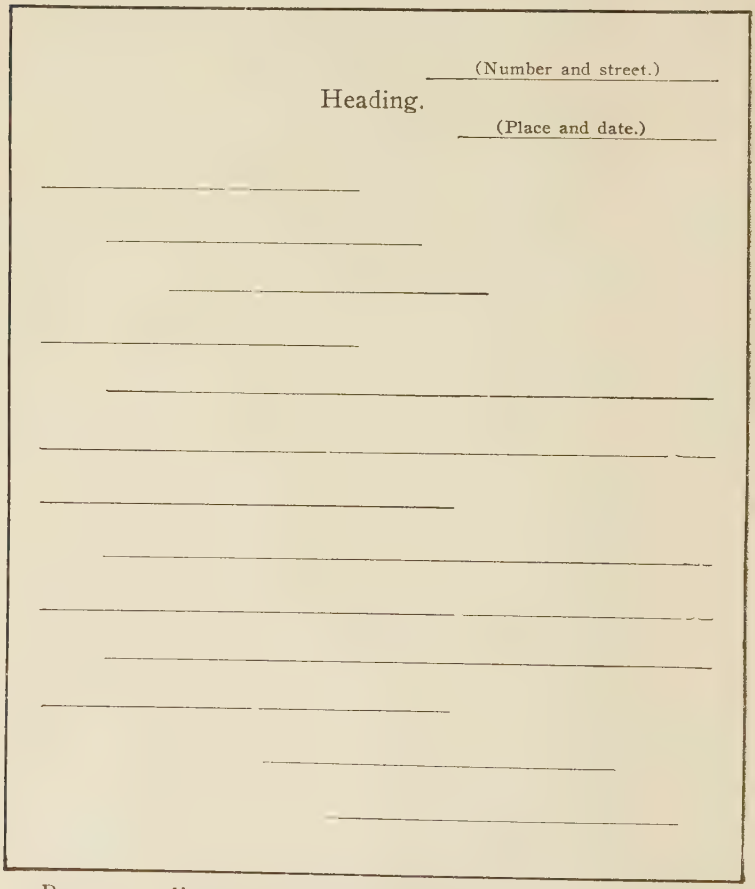
EXERCISE FOUR

Copy this outline and place opposite each item the illustration taken from the letter on page 12.

(It will not be necessary to copy all of the body of the letter—only the first and last words.)

Take your copy of the illustrative letter and place after each part its name.

Make a blank form of the letter as follows and place the name of each part as shown below:




Prepare a diagram showing the proper form for the superscription. See the form on page 15.

**USE OF WORDS.—**

**Note—notice.**

To *note* is to *notice* carefully.

The young man noticed the advertisement.

Note the exceptions to that rule.

**Accept—except.**

To *accept* is to receive or take.

To *except* is to omit or exclude.

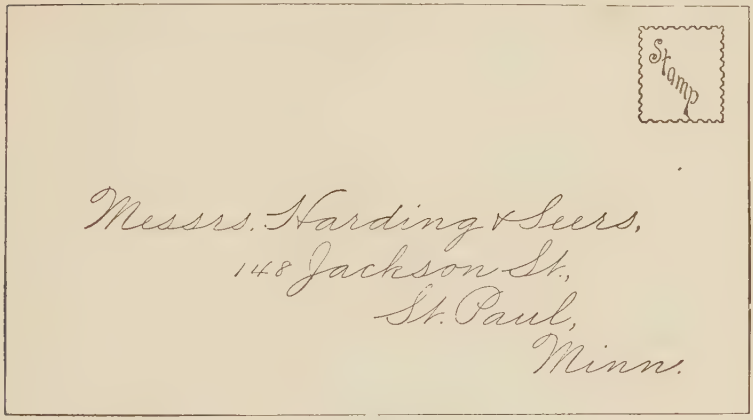
He will be glad to accept the gift.

I will except but one in making this list.

**Enough—sufficient.**

*Enough* is all that one wants; *sufficient* is all that one needs.

A man may have sufficient money, but rarely has enough.




EXERCISE FIVE

Complete the following sentences, using in each case some form of *note*, *notice*, *accept*, *except*, *enough*, or *sufficient*.

1. Will you —— this token of my regard?
2. Have you had —— food to last you until dinner?
3. I will not —— even you from this reproof.
4. —— that boy; he will in time become famous.
5. "How many of my father's hired servants have bread —— and to spare!"
6. Mr. James —— the books without question.
7. Did you buy —— silk for a dress?
8. Have you —— the picture by that new artist?
9. Has a millionaire —— money? Does he think he has ——?
10. He was —— from the general pardon.

EXERCISE SIX

Use each of the above words in a sentence.

## CHAPTER IV

### THE SENTENCE—Continued

1. Is football a harmless sport?
2. The boys can no longer swim in the pool.
3. Goldenrod and asters are now in bloom.
4. When will the birds fly south?
5. He who is his own lawyer has a fool for a client.
6. Why do you attend school?
7. Are the days growing longer or shorter?
8. He who stumbles twice over the same stone deserves to break his bones.
9. The hyena laughed till he had all the animals around him in an uproar.
10. He had spent half his youth with his brother in Mexico.

Why is each of the above a sentence?

Copy these sentences, placing in one group those that ask questions and in another group those that make statements.

What kind of letter is at the beginning of each sentence?

What mark follows each sentence that asks a question?

What mark follows each sentence that makes a statement?

#### EXERCISE SEVEN

Write five sentences that ask questions.

Write five sentences that make statements.

(Be careful about the beginning letter and the terminal marks.)

#### EXERCISE EIGHT

Complete those of the following expressions that are not sentences and place the proper terminal mark after each.

1. Citizens, do you picture to yourselves the future
2. The streets of the cities flooded with light, the nations sisters, men just, the old men blessing the children, no more bloodshed, no more war, mothers happy
3. The street was empty
4. A few anxious workmen who were rapidly returning home hardly saw him

5. Every man for himself in times of peril
6. In these hours of waiting what did they do
7. The two children, picked up by some policeman and put in the retreat
8. What business have you now talking politics
9. At the bottom of this gulf a sentinel's musket gleaming in the obscurity
10. In drawing down their rope they had broken it and there was a piece remaining fastened to the chimney

EXERCISE NINE

Rewrite this paragraph, separating it into sentences properly capitalized and punctuated:

"now, if we concede that business English is or should be correct English, and that both employer and employee feel the necessity for practical knowledge of this subject, the next important point to be considered is how and where can a thorough knowledge of this subject be acquired immediately we answer, by study and in our commercial schools these schools are filled with students who expect to become business men and women, and it is in these schools that business should be so taught that the student learns not only the rules and principles of grammar, but also their application the problem that confronts the teacher then is how English can be taught so that the student will know when his diction is correct and when it is not we all know that a study of grammar as it is taught in many of our public schools will not constrain the student either to speak or to write correctly and on the other hand, without a thorough knowledge of grammar, the student can not determine when his diction is correct and when it is not in other words, the instructor in English should so teach his branches that the *student will learn to apply every rule and principle that he studies*"

EXERCISE TEN

The teacher should dictate the body of the letter on page 12, also other exercises to give the student practice in recognizing the sentence and writing it in the correct form.

**USE OF WORDS.—**

**Employer—employee.**

*Employer* is one who employs; *employee* is one who is employed.

**Principle—principal.**

*Principle* is a fundamental truth.

*Principal* is one who takes the lead; a sum put out at interest.

*Principal* means chief or important.

A good principle not rightly understood may prove as hurtful as a bad.

The principal in the band of robbers escaped.

This is the principal thing to be considered.

**Expect—hope.**

To *expect* is to look forward to; to *hope* is to look forward to with pleasure.

We may expect disaster, but we never hope for it.

**Teach—learn.**

*Teaching* is the instructor's act; *learning* is the student's act.

Your instructors will teach you, but you must learn.

EXERCISE ELEVEN

Use each of the above words correctly in a sentence.

Fill the blanks in the following:

1. I —— my friend to-morrow and I —— she will come.
2. Experience will —— us if we will but ——.
3. New York is the —— city in the United States.
4. Will you —— me how to write good English?
5. You can —— by careful study and diligent practice.
6. The —— of the note is due very soon.
7. Most —— like to have their —— prompt and diligent.
8. I object to the —— upon which he works.
9. I —— that this will result in a heavy loss to our firm, but I —— to save something.
10. Don't lose sight of the —— means of success—industry.
11. He —— me how to write a good letter.
12. You did apply the right —— in working that problem.
13. The firm was glad to get even the ——, so said nothing about the interest.
14. I do not —— to get the position.
15. I —— for an increase of salary next year.

## CHAPTER V

### THE PARTS OF THE LETTER IN DETAIL

**The Heading.**—The heading of a letter, as stated in Chapter III, consists of the address of the writer and the date of writing. There is no variation in custom in the form of this except that the various items may be arranged on one, two or three lines. When the place is so small as not to have the streets named and numbered, the name of the place and the state may be written on the first line and the date on the second, or all may be written on one line. The punctuation is invariable and should be carefully learned:

1260 Chestnut St., Number Name of street Street., (abbreviated)

Philadelphia, Pa., Aug. 8, 1906. Place, State., Month. Day, Year.

or,

Hamilton, N. J., Aug. 8, 1906. ——, —., —. —, ——.

or,

Hamilton, N. J., ————, ————.,
Aug. 8, 1906. ————. ————, ————.

Make these outlines several times, both with and without the explanatory terms, until the punctuation is thoroughly learned.

Note that the day of the month in the heading is written with figures only. 1st, 2d, 4th, etc., are never used when the name of the month accompanies the day. In the illustrative letter, page 12, notice Sept. 4 in the body of the letter. This might have been written *the 4th inst.* (meaning the 4th of the present month), in which case the *th* after 4 is correct. But it must be noted that this is *not* an abbreviation and should not be followed by a period.

*May, June* and *July* are not abbreviations, and therefore do not require a period. The names of these months are seldom abbreviated.

## EXERCISE TWELVE

Write the headings of five letters from as many places.

Punctuate, capitalize and arrange the following headings:

1. syracuse n y sept 2 1906
2. 211 fourth st erie pa sept 9 1906
3. 18 chestnut st philadelphia pa july 7 1906
4. auditorium building chicago ill aug 16 1907
5. 256 roberts st st paul minn oct 4 1906
6. newark n j jan 4 1907
7. 1800 south st galveston tex jan 16 1907
8. 168 state st chicago ill feb 19 1907
9. 826 w washington ave portland me jan 11 1907
10. 268 euclid ave cleveland o oct 14 1906

**The Introduction.**—The introduction consists of the name and address of the person to whom the letter is written, together with the salutation. It is punctuated as follows:

Mr. James Hadley, (Title). (Name),
186 Hennepin Ave., (Number) (Name of street) (Street).,
Minneapolis, Minn. (Place), (State).
Dear Sir: (Salutation):

Make this blank form, both with and without explanatory terms, until the arrangement and punctuation are perfectly familiar.

**Titles.**—There are certain titles which are proper to use in the introduction:

Common—
- Mr.
- Messrs.
- Mrs.
- Miss

Professional—
- Dr.
- Prof.

Religious—
- Rev.
- Rev. Dr.
- Rt. Rev.

Honorary—
Hon.
Esq.

The use of the titles named under Common is proper in all business letters if the correspondent has no special title.

*Miss* is *not* an abbreviation.

*Professor* (abbr. *Prof.*) is properly used as a title only to designate one upon whom it has been conferred by duly qualified academic authorities. Its general use in connection with the names of teachers who hold no collegiate or university degree is improper and should be discouraged.

The use of the titles under Honorary is, as the name implies, one of respect merely. The use of *Esq.*, originally given to men in legal or administrative pursuits, is gradually diminishing. *Hon.* is a title given to men who hold important government positions, such as members of Congress.

The use of a title and a degree together (like Dr. and M. D.) is incorrect. One should write Dr. J. M. Pierce or J. M. Pierce, M. D. No two titles should be used together. If the person addressed has more than one title, the one that applies to the capacity in which he is to be addressed should be used.

There is a gradually increasing degree of the personal element entering into modern business correspondence. This fact suggests to the authors the propriety of recognizing in the salutation used any previous acquaintance with the correspondent. "Dear Sir" is a formal salutation implying nothing; "My dear Sir" suggests a personal acquaintance or more extended business relations; and "Dear Mr. L——" shows a pronounced familiarity. In addressing a lady, however, etiquette has not kept up with the times. "Madam" is not suited to a young lady, hence the frequent use of "Miss L——," or no salutation at all.

A list of titles and degrees will be found in Appendixes A and B.

**The Salutation.**—The proper form of salutation for use in connection with any of the foregoing titles (except when the correspondent is a lady) is "Dear Sir" or "My dear Sir." With *Messrs.* either "Gentlemen" or "Dear Sirs" should be used, but the former is to be preferred.

In addressing a lady, either married or single, "Dear Madam" or "My dear Madam" may be used. In addressing a letter to a firm composed of ladies, the correct salutation is "Mesdames."

EXERCISE THIRTEEN

Write introductions, using each of the foregoing titles.

EXERCISE FOURTEEN

Arrange, capitalize and punctuate the following introductions, using the proper salutation with each:

1. messrs boone & curtis 178 water st st louis mo
2. mrs james bigelow 16 n market st minneapolis minn
3. hon john jenkins spokane washington
4. prof robert e ely ann arbor mich
5. miss mary h robinson 208 w madison st chicago ill
6. w t barrett esq 180 south ave cincinnati o
7. messrs foster & son 1600 e roberts st st paul minn
8. rev d m woolson 2004 chestnut st philadelphia pa
9. mr geo c haven 636 w eighteenth st buffalo n y
10. dr a m belding 876 n johnson st toledo o

**Addressing Government Officials.**—A letter to a government official is not regarded as personal, hence the office rather than the man is addressed.

**Proper Forms.**—

President of the United States—

To the President.

Sir:

Cabinet Officers—

The Secretary of the Navy.

Sir:

Other government officials are addressed in a similar manner.

EXERCISE FIFTEEN

Write the headings and introductions to five letters addressed to different government officials.

## USE OF WORDS.—

**Abbreviation—contraction.**

An *abbreviation* is a shortening of a word usually by letting the initial letter or syllable stand for the word. It is always followed by a period.

*Ill.* for Illinois; *M. D.* for Doctor of Medicine.

A *contraction* is the shortening of a word by the omission of a letter or letters. The omission is denoted by an apostrophe.

*Don't* for do not; *you'll* for you will.

**Honorable—honorary.**

*Honorable* means worthy of honor; *honorary* means conferring honor.

Is this proceeding just and honorable?

President Roosevelt received an honorary degree from Harvard.

**Gentlemen—gents.**

The form *gents* is a vulgar contraction of gentlemen and should never be used.

### EXERCISE SIXTEEN

Write ten abbreviations and ten contractions.

Use *honorable* and *honorary* in sentences to show their meaning.

Write the contractions for I am, ever, shall not, received, who is, we are, you will, will not, it is, they had.

Write the abbreviations for collect on delivery, namely, doctor, professor, for example, that is, and so forth, against, respond if you please, account.

## CHAPTER VI

### THE PARTS OF THE SENTENCE

1. Pain teaches patience.
2. The bluebird carries the sky on his back.

Of what is something said in the first sentence?

Of what is something said in the second sentence?

3. Each exercise must be well written.

Of what is something said in this sentence?

That part of the sentence about which something is said is called the subject of the sentence.

4. Few persons take much interest in such matters.

What is the subject of this sentence?

5. That large pond in the hollow is used every winter for skating.

What is the subject of this sentence?

6. He who stumbles twice over the same stone deserves to break his bones.

What is the subject of this sentence?

7. Bring to your work earnestness and perseverance.

The subject of this sentence is not expressed, but is understood. What is it?

#### EXERCISE SEVENTEEN

Copy the subject of each of the following sentences:

1. The little bird sits at his door in the sun.
2. You must learn to write well.
3. A man passing along the street was attracted by the sign.
4. A good advertisement in the daily paper often brings trade.
5. He who will not work must not eat.
6. Nothing succeeds like success.
7. A soft answer turneth away wrath.
8. The little old man who wore a long dark coat was talking in a very loud voice to his neighbor.
9. He who steals my purse steals trash.
10. Gay with the clustered flowers of the locust are the woods.

What is said of the subject in the sentence, *Pain teaches patience?* What is said of the subject in the next sentence? In the third sentence?

That which is said of the subject is called the *Predicate* of the sentence (from *praedicare*, to proclaim).

Name the predicate in sentence 4. Why is it the predicate?

Name the predicates in the remaining sentences.

## EXERCISE EIGHTEEN

Copy the predicates in each of the sentences in Exercise Seventeen.

Copy the predicates in each of the sentences in the letter on page 12.

## EXERCISE NINETEEN

Write ten sentences and draw one line under each subject and two lines under each predicate.

(Note that the subject and the predicate of a sentence together constitute the whole sentence.)

## CHAPTER VII

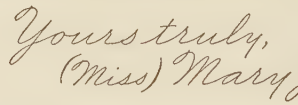
### THE PARTS OF THE LETTER—Concluded

**The Conclusion.**—The conclusion consists of the complimentary close and the signature.

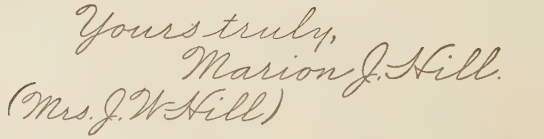
The complimentary close most common in business letters is "Yours respectfully," "Respectfully," "Yours truly," "Truly yours," "Very truly yours," "Yours very truly," "Very respectfully yours," or "Yours very respectfully."

It should be noted:

1. That only the first word of the complimentary close is capitalized.
2. That the words should not be contracted nor abbreviated.
3. That the complimentary close occupies a line by itself.
4. That a comma always follows it.
5. That the signature is written on the next line, beginning somewhat to the right of the complimentary close.
6. That the signature should always be written in full.
7. That if the writer is an unmarried lady, Miss should be placed *in parenthesis* before the signature.




8. That if the writer is a married lady and her husband is living, her name should be signed in full and on the line below should be placed her husband's name preceded by Mrs.




9. That if the writer is a widow, her name should be signed in full preceded by Mrs. in parenthesis.

EXERCISE TWENTY

Write the headings, introductions and conclusions of five letters.

**The Superscription.**—The superscription, or address upon the envelope, should contain the full name and address of the one to whom the letter is to be sent, written in a neat, legible hand. It will be seen that too great care can not be exercised in this when it is remembered that carelessness in addressing envelopes sends hundreds of letters daily to the dead-letter office.

The name of the person addressed should be placed on the first line, the number and name of the street on the second, the name of the place on the third and the name of the state on the fourth. If the place is too small to have the streets named, the second line should contain the name of the place, the third the name of the town and the fourth the state. In some portions of New England where the county is not recognized it should not be used.

Mr. James Fennor,
106 Channing St.,
Savannah,
Ga.

or

Mr. James Fennor,
106 Channing St.,
Savannah, Ga.

Dr. John B. Farley,
Pleasant Prairie,
Kenosha Co.,
Wis.

The address should occupy the lower half of the envelope and, in general, fall between two parallel oblique lines.

If the name of the state is abbreviated, great care should be taken in writing it so that no mistake from confusion of similar forms, as Cal. and Col., N. Y. and N. J., may arise.

Note that a comma is placed after each line except the last. Some authorities are urging that no commas are needed, but general custom still adheres to their use.

The name and address of the sender should be placed in the upper left-hand corner of the envelope to insure the return of the letter if the correspondent does not claim it. Most business firms use envelopes with their name and address printed in the upper left-hand corner. Stamped government envelopes may have this form:

AFTER 5 DAYS RETURN TO

PERU, IND.

If it is necessary to write "Personal" on the envelope to indicate that no other than the one addressed is to open the letter, or "Forward," if the one addressed is likely to have changed his address, these words should be placed in the lower left-hand corner of the envelope.

**Sizes of Envelopes.**—Envelopes are of different sizes and are numbered according to those sizes.

No. 6, business, is $3\frac{7}{16}$ in. x 6 in.
No. $6\frac{1}{2}$, business, is $3\frac{1}{2}$ in. x $6\frac{5}{16}$ in.
No. 9, official, is $3\frac{7}{8}$ in. x $8\frac{7}{8}$ in.
No. 10, official, is $4\frac{1}{8}$ in. x $9\frac{1}{8}$ in.

The ordinary business size is No. $6\frac{1}{2}$. No. 6 is used when one wishes to enclose a self-addressed envelope in a No. $6\frac{1}{2}$ for reply.

**Government Envelopes.**—Stamped envelopes purchasable at post-offices differ in numbering from regular envelopes. No. 5 in these corresponds to No. $6\frac{1}{2}$ regular, and No. 8 is the same as No. 10 official size regular.

EXERCISE TWENTY-ONE

Take unruled paper and cut envelopes of the sizes named above, both regular and government.

Cut ten No. $6\frac{1}{2}$ envelopes and address them to the persons named in Exercise Fourteen, page 22.

EXERCISE TWENTY-TWO

Cut envelopes of proper size and address to:

1. The governor of your state.
2. A cabinet officer.
3. The chief justice of the United States.
4. The mayor of your city.
5. A business firm in your city.
6. The state superintendent of public instruction in your state.
7. A member of the House of Representatives.
8. A doctor in your city.
9. A minister in your city.
10. A lawyer in your city.

USE OF WORDS.—

**Complimentary—complementary.**

*Complimentary* means expressive of regard or praise; *complementary* means serving to complete.

He spoke in complimentary terms of your work.

His statement was complementary to yours.

**Respectfully—respectively.**

*Respectfully* means in a respectful manner; *respectively* means particularly or as each belongs to each.

I remain

Yours respectfully,

James Conley.

Let each man respectively perform his duty.

**Custom—costume.**

*Custom* means ordinary manner; *costume* means an established manner of dress.

It was their custom to dress in rather extraordinary costumes.

EXERCISE TWENTY-THREE

Use each of the above words correctly in a sentence.

## CHAPTER VIII

### PARTS OF THE SENTENCE—Concluded

The bluebird carries the sky on his back.

What one word in this sentence tells what it is about which something is said?

Each exercise must be written well.

What one word in this sentence does the same?

Few persons take much interest in such matters.

That large pond in the hollow is used every winter for skating.

What are the fewest possible words in each of these sentences that tell what it is about which something is said?

The fewest words that express the subject of a sentence are called the *Bare Subject* of the sentence.

(The bare subject usually consists of but one word.)

#### EXERCISE TWENTY-FOUR

Name the bare subject in each of the following sentences:

1. The little bird sits at his door in the sun.
2. You must learn to write well.
3. A man passing along the street was attracted by the sign.
4. A good advertisement in the daily paper often brings trade.
5. He who will not work must not eat.
6. Nothing succeeds like success.
7. A soft answer turneth away wrath.
8. The little old man who wore a long dark coat was talking in a very loud voice to his neighbor.
9. He who steals my purse steals trash.
10. Gay with the clustered flowers of the locust are the woods.

The fewest possible words required to assert something of the subject of a sentence are called the *Bare Predicate* of the sentence.

In sentence 1, Exercise Twenty-four, *sits* is the bare predicate, while in sentence 2, *must learn to write* is the bare predicate.

In selecting the bare predicate the student must note:

1. That something is asserted.
2. That all words not *necessary* to that assertion are omitted.

Name the bare predicates in the remaining sentences in Exercise Twenty-four.

The bare subject and the bare predicate of a sentence taken together constitute the *Base* of the sentence.

EXERCISE TWENTY-FIVE

Write ten sentences and underline the base of each.

The bluebird carries the sky on his back.

What word changes the meaning of the subject *bluebird?* Would the meaning be any different if "a," "this" or "that" had been used?

By what word is the meaning of *sky* also changed?

What group of words changes the meaning of *carries the sky* by telling where he carries the sky?

A word or group of words that changes the meaning of another word or group of words is called a *Modifier.*

EXERCISE TWENTY-SIX

Select the modifiers in the sentences you have written under Exercise Twenty-five.

EXERCISE TWENTY-SEVEN

Expand these bases of sentences by introducing modifiers into either subject or predicate or both:

1. Snow falls.
2. Birds are singing.
3. Boys swim.
4. Winds blow.
5. Dog eats meat.
6. Woman feels better.
7. Man is angry.
8. Business prospers.
9. Child gave mother rose.
10. Man will write receipt.
11. He pays debts.
12. Children climbed trees.
13. I grant you permission.
14. Buttercup catches sun.
15. Heart flutters.
16. They elected her queen.
17. Air is perfumed.
18. Bird perches.
19. Base ball is game.
20. Sports are interesting.

Note that the bare subject might be defined as the complete subject stripped of its modifiers, and the bare predicate as the complete predicate stripped of its modifiers.

## CHAPTER IX

### THE BODY OF THE LETTER

It has been noted in previous chapters that the heading, the introduction, the complimentary close and the superscription of a letter follow certain established forms in arrangement and punctuation. While of course the body of no two letters is exactly the same, there are some recognized customs in arrangement that one must follow if he would write a good business letter.

**Place of Beginning.**—The body of the letter may begin on the same line as the salutation or on the line below a little to the right of the beginning of the salutation.

Mr. Henry Snodgrass,
Bloomington, Ill.
Dear Sir: Replying to your letter——

or,

Dear Sir:
Replying to your letter——

**Manner of Beginning.**—While the opening sentence should not be abrupt, the writer of a business letter should immediately proceed to the subject-matter without any unnecessary preliminaries.

If the letter is one in reply to a previous letter, the opening sentence should always mention the *date* of the letter replied to and the *subject* of that letter. This saves the correspondent the necessity of taking time to look up the letter, or if he desires to find it to refresh his mind on some detail, the date will enable him to turn to it readily in his files.

Set phrases make a letter stilted and formal, and should be avoided. Begin your letters naturally and easily, much as you would talk, rather than with such expressions as, "In response to your favor of recent date," "In answer to yours of the 3d inst.," "In reply to your communication of," etc.

Sometimes it is desirable to place on a line by itself above a letter a heading, or the name of the person or department to whom the letter should be referred, in order to facilitate handling by the firm receiving it, thus:

Attention of M. L. Smith.
Dress Goods Department.

EXERCISE TWENTY-EIGHT

Write the introductions to five letters and use the phrases noted above, completing the opening sentences.

**Margin.**—On all lines except where paragraphs begin, a margin at the left of the page of about half an inch should be left. No margin should be left at the right of the page, and dividing words at the end of a line should be avoided, especially in a typewritten letter. When the letter is very short, it is well to increase the margins all around the letter so that it shall occupy nearly a central position on the page.

**Abbreviations.**—As a rule, abbreviations and contractions should not be used in the body of the letter, but exception may be made in a few cases:

The name of the month may be abbreviated. *Inst.*, the present month, *ult.*, last month, and *prox.*, next month, are proper in writing a date. *Viz.*, namely, may precede an enumeration of particulars. A few others may occasionally be used, but clippings or contractions, such as "rec'd" or "y'rs," etc., should not be used.

**Figures.**—Numbers may be written in words followed by figures in parenthesis, thus:

Please send me fifty (50) copies——
Enclosed find seventy-five (75) dollars——

Usage is not uniform in this particular, but it is well to err on the side of exactness rather than the opposite.

A date may be written in figures; as in

Your letter of the 11th inst.——

or,

Your letter of Sept. 11——

Remember that 2d, 3d, 4th, etc., are not abbreviations and are not followed by a period.

A catalogue number is written in figures.

If there be more than one item in an order for goods, it is usual to write the numbers in figures only; as,

15 boxes Fairy Soap.
24 doz. No. 2 Sun Burners.

**Close.**—A letter may often be saved from abruptness and a consequent lack of courtesy by a careful attention to the introductory and the closing sentences.

A courteous manner of beginning has already been discussed on page 32.

While there is no set form proper for all business letters, a few examples will serve to illustrate the general character of the closing sentence:

Thanking you for the promptness of your reply, I remain

Trusting that we may be favored with an early reply, we are

Hoping that I may hear from you as soon as you have reached a decision, I am

With apologies for the unavoidable delay, we remain

Thanking you for the order and soliciting your continued patronage, we remain

There is danger here, also, of adopting a set form of expression which may become ridiculous. It is probably safe to follow this rule: Write a closing sentence that is a *natural* result of the thought expressed in the body of the letter, and not some meaningless, cant phrase that custom supplies.

A letter in answer to a complaint of non-arrival of goods would *naturally* at its close express regret at the delay, and the hope that it had not greatly inconvenienced the customer. If one were talking with his customer he would say the same thing, so that this expression at the close of such a letter is not meaningless.

Criticise the following:

Your favor of the 7th inst. to hand and contents noted.

Yours recd. Contents noted.
Yours, &c.
I take my pen in hand to let you know.
Yours recd. Replying would say.
Yours resp'y.
Your letter to hand. In reply.
I must close now.
We remain truly yours.

EXERCISE TWENTY-NINE

After carefully studying the foregoing topics, answer the following questions in your own language:

1. In what two places may the body of the letter begin?
2. Write the opening sentence for each of two letters written in reply to one received.
3. Why should 6th not be followed by a period?
4. How may a letter be made courteous?
5. Write two closing forms different from those named above.
6. How much margin should there be at the left of the page?
7. What is said about dividing a word at the end of the line?
8. Write these dates correctly in two ways:
   The fifth day of last month.
   The second day of this month.
   The twenty-third day of next month.
9. How should numbers be written in the body of the letter?
10. Write correctly the opening phrase of a letter into which you have put a sum of money.

(The teacher should note whether pupils make the same kind of mistakes in English that they made in the first exercise. If so, is it due to habitual indifference to details or to failure to master what has already been taught? The answer to this will indicate the remedy.)

## CHAPTER X

### THE ELEMENTS OF THE SENTENCE

The sentence, as we have seen, is made up of two parts, the subject and the predicate. Every sentence, no matter how long and complicated, consists of these two parts and no more. If we examine a sentence carefully, however, we shall see that each part is made up of several elements, or units, each of which plays its part in the sentence structure as a whole.

Take, for example, the sentence,

Ripe apples hang above my head.

There is the subject element *apples*, the predicate element *hang*, and the modifying elements *ripe*, consisting of a word and *above my head*, consisting of a group of words.

Or,

3 1 4 2
The—tree—that stood by the brook—was broken—
5
by the storm.

Here we have five elements, or units, used in the structure of the sentence—the subject element *tree*, the predicate element *was broken*, and the modifying elements *the*, *that stood by the brook* and *by the storm.*

Or,

3 4 2 1 2 5
Mary,—when—are—you—going—home?

*You* is the subject element, *are going* is the predicate element, *when* and *home* are modifying elements and *Mary* is an independent element.

In the first sentence, what two elements are *necessary* to the structure of the sentence? What two are necessary in the second? In the third?

The elements necessary to the structure of the sentence are called the *Essential* elements.

What name have you learned to call the essential elements taken together?

What do the other elements in the first and second sentences do?

Elements that are used as modifiers are called *Subordinate* elements.

There are elements which are not closely connected structurally with the rest of the sentence; these are therefore called *Independent* elements.

If, then, the elements of a sentence are classified according to their *rank*, we have,

Elements according to rank
- Essential
  - Bare Subject.
  - Bare Predicate.
- Subordinate.
- Independent.

EXERCISE THIRTY

Write five sentences containing only essential elements.

Write these same sentences with subordinate elements introduced in the subjects.

Introduce subordinate elements in the predicates of the same.

Write five sentences containing independent elements.

**USE OF WORDS.—**

**Proceed—precede.**

To *proceed* is to go forward; to *precede* is to go before.

You may proceed with the reading.

Harm does not precede, but follows sin.

EXERCISE THIRTY-ONE

1. It is usual to —— hostilities by a public declaration.
2. You may read the —— page again.
3. When she has finished hers, you may ——.
4. Having repeated the —— stanza, she —— to write the remainder of the poem.
5. The committee voted to print their ——.

Use each of the above words in a sentence.

## CHAPTER XI

### THE BODY OF THE LETTER—Concluded

**Paragraphing.**—The division of the body of the letter into paragraphs is very important in a business letter. Most business houses now copy all the letters sent out and file all letters received. If it is found necessary to refer to these and the subject-matter is massed together in one paragraph, the whole letter must be read to learn what one wants to know; whereas, should the letter be arranged in paragraphs, each paragraph treating of but one topic or one phase of the topic, a glance will reveal what is wanted. It follows, then, that a writer can not be too careful in paragraphing a business letter.

In general, a letter should have as many paragraphs as it has subjects or phases of one subject.

For example, the illustrative letter, page 12, in the first paragraph states the general purpose of the letter, in the second gives the applicant's qualifications, including age, education and experience, while the third offers the personal interview.

#### EXERCISE THIRTY-TWO

Rewrite these letters dividing them into paragraphs, and give the subject of each paragraph:

1.

Dear Sir:

We will furnish you a rubber stamp such as you describe in detail in your letter of August 15, for seventy-five (75) cents, strictly net, the reading on it to be as follows: A. S White, Traveling Evangelist, Denison, Texas. It would hardly be worth while to repair the lock of your valise, as we can furnish you a new one for twenty (20) cents. We shall be glad to have your order for the stamp or lock or both, and will give it prompt attention. If there is anything else that we can do for you, we shall be pleased to hear from you.

2.

Dear Sir:

In reply to your letter of June 12, we regret to say that we do not handle transfers for buggies or the like, and we refer you to Gage & Butler, 124 Canal St., this city, who will doubtless be glad to receive your order. The remainder of your letter has been referred to another department for attention. Regretting our inability to be of service to you in this department and trusting that you will not forget us in the future when in need of anything that we can supply, we remain

3.

Dear Madam:

In reply to your letter of the Jan. 30, we would suggest that the best way for you to get the shade of trimming that you require is to send us samples of the goods you wish to match in color. Then, no doubt, we can make a satisfactory selection from our stock. The postage on paper-knife No. 279 would be two (2) cents. We do not have a special rug catalogue, but we are sending you, under separate cover, Section "G" of our general catalogue. In this, you will find full descriptions and illustrations of our entire line of rugs and carpets and goods of a like character with prices. These goods are strictly up to date in every particular, and we trust you will find something to please you at a satisfactory price. The rest of your letter has been referred to another division for attention. Promising our prompt attention to any order that you may send us, we are

4.

Dear Madam:

We are sorry to say that we do not furnish samples of knit goods listed in our catalogue as Nos. 368 and 385, but we are enclosing a special circular of children's knit shirts with small samples of the color attached. These shirts are exceptional value at the price, and we hope they come in styles that will please you. You will find our entire line fully described and illustrated in our latest catalogue, page 489 and following. You ask about material No. 5432, and we judge that you mean the goods described under that number in our old catalogue. All that material has been sold. The goods having the same number in our new catalogue is an entirely different fabric and worth more than the other. All our catalogue prices are net, cash to accompany the order for goods f. o. b. cars at

Chicago, unless otherwise specified. We solicit your interest in our entire line of goods, and promise our prompt attention to any order you may send.

5.

Gentlemen:

Have you contracted for your spring advertising? If not, it may be for your advantage to confer with us. If you wish to place your advertising at minimum cost with maximum results, we should like to talk with you on our methods of doing business. Our twenty years of experience are at our patrons' service. We know the value as an advertising medium of nearly every publication in the country. We have done business with them all, and shall recommend to our customers only such as are best suited to their special business needs. May we show you what we can do for you? Awaiting an early reply, we are

## CHAPTER XII

### ELEMENTS OF THE SENTENCE—Continued

We have seen that the elements of a sentence differ in rank. It will also be found that they differ in form.

In the sentence,

3 1 2 4
Ripe—apples—hang—above my head,

the first three elements are single words, while the fourth element is a group of words.

In the sentence,

3 1 4 2
The—tree—that stood by the brook—was broken—
5
by the storm,

only the first and the third elements are single words, the others being groups of words.

But not all the groups of words are alike in form. If we notice the group, *that stood by the brook*, we shall see that it has a subject *that* and a predicate *stood by the brook*, while the group, *by the storm*, has no subject or predicate.

An element of a sentence containing within itself a subject and a predicate is called a *Clause.*

A group of words not containing a subject and predicate, and expressing one idea, is called a *Phrase.*

*That stood by the brook* is a clause. Why?

*By the storm, was broken* and *above my head* are phrases. Why?

Hence the elements of a sentence may be classified

According to *form:*

Word—He is a *cautious* man.

Phrase—He is a man *of caution.*

Clause—He is a man *who is cautious.*

## EXERCISE THIRTY-THREE

Change the italicized word elements to phrase elements and phrase elements to word elements:

1. He is a man *of sense.*
2. Writing *about a man's life* is not an easy kind of literary composition.
3. A *kindly* act repays many fold.
4. The American soldier is a man *without fear.*
5. Young people seldom listen *with reverence* to old age.
6. It was evident that he spoke *thoughtlessly.*
7. The children then walked home *quietly.*
8. I wanted it *at that time.*
9. The house was *of a brown color.*
10. An *experienced* person makes few mistakes.

## EXERCISE THIRTY-FOUR

Change each of the above sentences so that the idea of the italicized word or phrase is expressed by a clause.

## EXERCISE THIRTY-FIVE

Change the clauses in the following to words or phrases:

1. The man who was blind lived on charity.
2. He that has patience can have what he will.
3. He went just when the sun set.
4. I shall not go until he comes.
5. Many times have I come bearing flowers such as in my garden grew.
6. The jay hoards up nuts which he can use in winter.
7. This belief, which probably has some foundation in fact, was current some time ago.
8. The Mohawk hardly feels the scalping knife while he shouts his death song.
9. How true is that old fable of the Sphinx who sat by the roadside propounding her riddle to the passers-by.
10. The waterfall shapes itself before it reaches the first granite into a charming figure.

# CHAPTER XIII

## VARIETY IN EXPRESSION

### Illustrative Letter

2064 Ninth Ave,
Chicago, Ill., Sept. 5, 1906.

Messrs Harding & Seers,
148 Jackson St,
St Paul, Minn

Gentlemen:

I notice in the St Paul Dispatch of Sept. 4 that you advertise for a young man to act as salesman for your goods in certain western territory I herewith offer myself for that position

I am twenty years of age and a graduate of the leading schools of this city. I have had one year's experience in selling your line of goods.

If my qualifications are deemed sufficient, I shall be glad to call for a personal interview at a time most convenient for you.

Yours respectfully,
James Browning.

## EXERCISE THIRTY-SIX

1. Change the clause "that you advertise," etc., to a word element with modifiers.
2. Change the phrase "to act as salesman for your goods" to a clause.
3. Change the phrase "of age" to a word.
4. Change the phrase "of the leading school of this city" to a simpler form.
5. Change "one year's" to a phrase.
6. Change "at a time most convenient for you" to a simpler form.
7. Change "personal" to a phrase modifier.
8. Change "for a young man" to a clause.
9. Copy the letter making the changes indicated by the above directions.

Is the letter strengthened or weakened by the changes?

## EXERCISE THIRTY-SEVEN

Dear Madam:

In reply to your letter of June 29, we would suggest that the best way for you to get the shade of trimming that you require is to send us samples of the goods you wish to match in color. Then, no doubt, we can make a satisfactory selection from our stock. The postage on paper-knife No. 279 would be two (2) cents. We do not have a special rug catalogue, but we are sending you, under separate cover, Section "G" of our general catalogue. In this, you will find full descriptions and illustrations of our entire line of rugs and carpets and goods of a like character with prices. These goods are strictly up to date in every particular, and we trust you will find something to please you at a satisfactory price. The rest of your letter has been referred to another division for attention. Promising our prompt attention to any order that you may send us, we are

1. Change "In reply" to one word.
2. Change the clause "that you require" to a phrase.
3. Change "no doubt" to one word.
4. Change "satisfactory" to a clause.

5. Change "full" to a clause modifier.
6. Change the phrase "of a like character" to a clause.
7. Change "to please you" to a clause.
8. Change "that you may send" to a phrase.
9. Change "in this" to one word.
10. Write the date in this letter in another way.

Rewrite this paragraph making as many changes in the phrase, clause and word elements as you can and preserve smoothness:

"He who publishes a book attended with a moderate success, passes a mighty barrier. He will often look back with a sigh of regret at the land he has left forever. The beautiful and decent obscurity of hearth and home is gone. He can no longer feel the just indignation of manly pride when he finds himself ridiculed or reviled. He has parted with the shadow of his life. His motives may be misrepresented, his character belied; his manners, his person, his dress, the very trick of his walk, are all fair food for the caricature. He can never go back; he can not even pause; he has chosen his path, and all the natural feelings that make the nerve and muscle of the active being, urge him to proceed. He has told the world that he will make a name; and he must be set down as a pretender, or toil on till the boast be fulfilled."

*Note.*—One of the great faults of the young writer is his lack of variety in expression. These exercises are intended to suggest one way in which this may be corrected. The teacher should give many such exercises.

## CHAPTER XIV

### ELEMENTS OF THE SENTENCE—Concluded

There is still another basis besides rank and form upon which the elements of a sentence may be classified.

In the sentence,

Ripe apples hang above my head,

which element is used to *name* something? Which element is used to *assert* something? Which two elements are used to *modify?*

In the sentence,

3 1 4 2
The—tree—that stood by the brook—was broken—
5
by the storm,

which element is used as the name of something? Which to assert? Which three have a modifying use?

3 1 4 1 2 5 2
His—neighbors—and—friends—have been—very—kind
6
—to him.

Select the element that names something. Select the element that asserts something. Select the elements that modify others. Select the element that connects others.

An element of the sentence that names something is called a *Substantive.*

The elements of the sentence may then be classified

According to *use:*

Substantive
Modifying
Asserting
Connecting.

## EXERCISE THIRTY-EIGHT

Divide these sentences into their elements and give the use of each element:

1. A large portion of my time was passed in a deep and mournful silence.
2. I was startled by the sound of trumpets.
3. Under this tree sat the sprightly old lady with her knitting needles.
4. She immediately scrambled across the fence and walked away.
5. The watchman was sleepy, but struggled against his drowsiness.
6. Here on this beach three children played among the waste and lumber of the shore.
7. In silent horror o'er the boundless waste,
   The driver Hassan with his camels passed.
8. Johnson was a hard business man, of shrewd, worldly good sense, but of little refinement or cultivation.
9. To every man upon this earth
   Death cometh soon or late.
10. The seamen spied a rock within half a cable's length of the ship, but the wind was strong and we were driven directly upon it.

## EXERCISE THIRTY-NINE

Copy the sentences below.

*a.* Draw one line under the essential elements.

*b.* Draw two lines under the subordinate elements.

*c.* Number each word element 1, each phrase element 2 and each clause element 3.

1. Errors may arise from want of information.
2. Is he the man who makes clocks?
3. That face once seen is never forgotten.
4. To waste time in youth is to want in old age.
5. Time and tide wait for no man.
6. Fret not thyself because of evil doers.
7. He received my arguments with his mouth open.
8. Stones and beams are hurled down on the brave champions.
9. He was carried about from place to place like a bale of goods.
10. The countryman, who was of goodly presence, then came in.

## CHAPTER XV

### FOLDING A LETTER

The manner of folding a letter and placing it in the envelope is not so trivial a matter as it may seem to the thoughtless. The writer of a letter should always consider his correspondent. Disregard for the time and convenience of the one to whom the letter is sent shows a lack of courtesy fully as much as abruptness or discourtesy in language. A letter should be so folded and placed in the envelope that, when removed and opened, it will be right side up and right side out—in short, ready for reading.

The manner of folding depends upon the size and shape of the sheet.

**Sizes of Paper.**—The most common sizes are Octavo Note, Commercial Note and Letter, but only the last two are suitable for business letters.

Octavo Note is $4\frac{7}{16}$ in. x $6\frac{3}{4}$ in.

Commercial Note is $4\frac{7}{8}$ in. x $7\frac{7}{8}$ in. (This varies greatly.)

Letter size is 8 in. x $10\frac{1}{2}$ in. (a quarter sheet of demy) or $8\frac{1}{2}$ in. x 11 in. (a quarter sheet of folio).

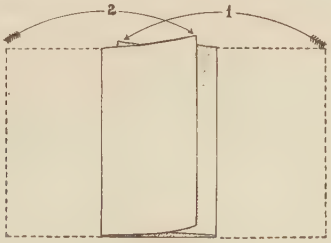
**Folding Commercial Note.**—Commercial note is used in two ways—as a long, narrow sheet or as a short, wide sheet.

Long, Narrow Sheet.—To fold this, place the lower narrow edge next to you and fold over from below a little more than one-third of the sheet. This will leave a little less than one-third of the sheet at the top, which should now be folded down.

The envelope should be taken in the left hand with the flap side toward you, the folded sheet in the right hand with the last fold toward you, the free edge *down*, and in this position placed in the envelope.

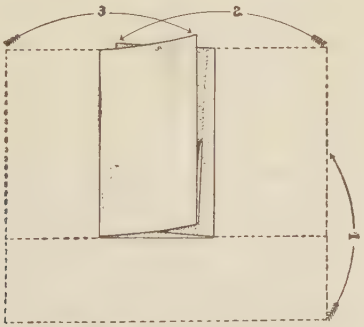
SHORT, WIDE SHEET.—Fold over the right edge a little more than one-third the width of the paper, then fold over the remaining portion at the left.

Place in the envelope with the *left* folded edge down.




HALF SHEET 5½X8½"

**Letter Size.**—A letter sheet requires three folds. Place the narrow lower edge toward you. Fold the lower part over to within one-eighth of an inch of the top. (This makes it easier to open than if it were folded even with the top.) Next



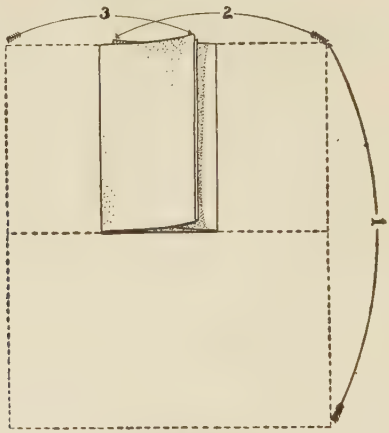

TWO-THIRDS-SHEET 7"X8½"

fold over a little more than one-third from the right and then the remaining portion from the left.

To place in the envelope, take the envelope in the left hand with the flap side toward you and the folded sheet in the right hand with the last fold toward you, free edges *up*.

The student should remember that only envelopes of such

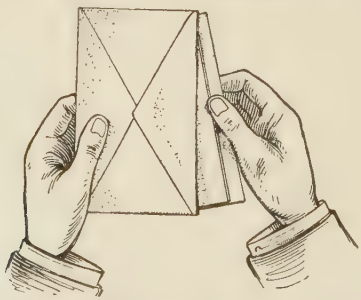
size should be used as will neatly and not too closely fit the paper when correctly folded.




If the letter contain an enclosure, it should be folded with the letter. Many take the added precaution of pinning it to the sheet.

EXERCISE FORTY

The commercial note and letter size sheets should be folded and placed in No. 6½ (government No. 5) envelopes again and again until the student can do it *accurately* and *rapidly*.



This is one of the little things that should be practiced until skill is developed in order that time and vexation may be saved in the future.

## CHAPTER XVI

## CLASSIFICATION OF THE SENTENCE—STRUCTURAL

Sentences differ greatly in their structure.

To illustrate: One may say,

"Napoleon Bonaparte, a Corsican, was a great general,"

or,

"Napoleon Bonaparte, who was a native of Corsica, was a great general,"

or,

"Napoleon Bonaparte was a native of Corsica and he was a great general."

The first sentence is in its simplest form with a single subject and predicate, and is therefore called a *Simple* sentence.

The second sentence has a clause, *who was a native of Corsica*, closely connected with the main statement. The parts of this sentence are twisted, or woven together, therefore the sentence is called *Complex* (*com*, together, and *plectere*, to twist).

In the third sentence there are two statements independent of each other, yet loosely joined by *and*. The parts of this sentence are merely placed together, hence this kind of sentence is called *Compound* (*com*, together, and *ponere*, to put or place).

A simple sentence contains but one subject and one predicate, but either the subject or the predicate or both may consist of two or more parts of equal importance. It is then said to have a compound subject or a compound predicate or both.

The robin and the thrush sat on the limb—Compound subject.

The robin chirps and sings all the livelong day—Compound predicate.

The robin and the thrush are swinging and swaying in the old apple tree—Compound subject and predicate.

A simple sentence may be lengthened by any number of modifiers so long as those modifiers are in the form of words or phrases and *not clauses.*

A complex sentence has but one principal clause, but may have any number of subordinate clauses:

The first object *which attracted my attention* was Herman, *who was watching his flock on the hillside.*

A compound sentence may have two or more independent statements, but these statements may also contain subordinate clauses:

*As night set in,* the wind whistled in a spiteful, falsetto key, and the rain lashed the old tavern *as if it were a balky horse that refused to move on.*

## EXERCISE FORTY-ONE

Write ten simple sentences, ten complex sentences and five compound sentences.

Determine what kind of sentence each of the following is:

1. He was thinking about himself and his hopes, which had been as bright as the sunshine of spring.
2. Education, to accomplish the ends of good government, should be universally diffused.
3. We can never strike root so deep in any other ground.
4. At the age of four, Carlyle had learned to read, and at five, he had read the entire Bible.
5. As the whole object of the ceremony was to present an impressive exhibition, it is worth our while to examine minutely the appearance of the two principal characters.
6. His hair, once of a light color, was now white with age, close-clipped and bristling; his beard was gray, coarse and shaggy.
7. Thus while the busy dame bustled about the house or plied her spinning-wheel at one end of the piazza, honest Balt would sit smoking his evening pipe at the other, watching the achievements of a little wooden warrior, who, armed with a sword in his hand, was most valiantly fighting the wind on the pinnacle of the barn.

8. I also wrote sketches of the different characters I came across in books, and these my brother, a college graduate, corrected for me.
9. Over it rose the noisy belfry of the college, the square, brown tower of the church, and the slim, yellow spire of the parish meeting-house, by no means ungraceful, and then an invariable characteristic of New England religious architecture.
10. He came out wagging his tail and making circles with his body not unlike a cat in pursuit of her appendage.
11. And now, as the door once more closed upon Darvil, tears came for the first time to the relief of Alice.
12. You are as sharp as a gimlet.
13. He was now fairly launched on the wide ocean of business life.
14. A thousand a year goes some ways with a single man who does not gamble.
15. You must show yourself equal to the work or give place to a better man.
16. She entered dreaming that life for her had begun afresh.
17. There was in his countenance an expression noble, thrilling, commanding, yet sad.
18. In a few minutes the little party were within the walls and the shock came.
19. Suffer me to employ my spare time in some kind of labor.
20. He arrived late and found most of the directors assembled.

## CHAPTER XVII

## LETTER WRITING DRILL

### EXERCISE FORTY-TWO

1. WANTED—Young man for correspondence and general office work; state experience and salary expected. Address E 125, The Inter Ocean. Write a letter in answer to the above.

2. Write a letter subscribing for the *Youth's Companion* and enclosing the money for the same.

3. Write an answer to an advertisement for a clerk in a retail dry-goods store, stating your qualifications and giving references.

4. Write a letter to some person of influence asking for a recommendation for some position which you desire to obtain.

5. Write to a stationer asking him to send you samples of stationery.

Attend carefully to all the details of the letter which have been discussed in the preceding pages, and also consider your English attentively to see that you have expressed yourself in a clear, forcible manner and with sufficient variety.

To the Teacher:—In these and all following letters which the student writes, constant application of the grammar studied should be required. It is only by this means that the student will see the value of his grammatical knowledge.

For instance, at this stage of his progress, he should study his writing carefully, not only to see if he have his letters in the proper form and properly paragraphed and punctuated, but to see if his English be good—whether he might not better change a phrase to a clause or word or *vice versa*. Perhaps he has used too many short simple sentences or a compound sentence when a complex would have been better. In general he should make use of his knowledge of grammar to better his own language, but this can be accomplished only by intelligent, persistent effort on the part of the teacher.

**USE OF WORDS.—**

**Recommend—recommendation.**

We *recommend* a person or write a *recommendation* for a person.

*Recommend* should never be used as a substantive.

**Advertisement.**

This word should be written in full, never abbreviated. It is becoming quite common for Americans to speak of "ads.," but the use of the abbreviation in business letters is wholly improper.

**Stationery—stationary.**

*Stationery* means writing paper; *stationary* means fixed in place.

One should always use good stationery.

A stationary engine has various uses.

Another way to distinguish these two words is that stationery is always a substantive element and stationary a modifying element, if we except a *stationery* store, meaning a store where stationery is sold.

**Attain—obtain.**

To *attain* is to reach by effort; to *obtain* is to acquire (not necessarily by effort).

We may obtain a thing by purchase or loan or inheritance, but we do not attain success by such means.

EXERCISE FORTY-THREE

**Write two sentences for each of the above words.**

## CHAPTER XVIII

## DRILL ON KINDS OF SENTENCES

### EXERCISE FORTY-FOUR

Form each of the following groups of sentences into a complex or a compound sentence:

1. I must have lost consciousness. When I recovered I was lying on my stomach. I was lying in a heap of soft white sand. The dawn was beginning to break dimly over the edge of the slope. This was the slope down which I had fallen.
2. Another bullet reminded me that I had better save my breath to cool my porridge. I retreated hastily up the sands. I retreated back to the horseshoe. Here I saw that the noise of the rifle had drawn human beings from the badger-holes. There were sixty-five beings. I had supposed up to this point that these badger-holes were untenanted.
3. I plied him with questions. These questions were about the terrible village. I received answers. These answers were extremely unsatisfactory.
4. He set himself to torture me. He did this in a deliberate, lazy way. He did it as a school-boy would devote a rapturous half-hour to watching the agonies of an impaled beetle.
5. I was powerless to protest. I was powerless to answer. All my energies were devoted to a struggle. This struggle was against an implacable terror. This terror threatened to overwhelm me again and again.

A complex sentence may be changed into a compound sentence or a compound into a complex, but as some difference in meaning results from the change, one or the other kind of sentence is usually the better. As a rule, the complex sentence is better than the compound, from the fact that there is usually but one main statement in a sentence, the others being subordinate to it.

Inexperienced writers are likely to use the compound sen-

tence too freely, therefore no exercise will be given in changing complex sentences into compound, but the changing of compound sentences into complex should be given careful attention.

### EXERCISE FORTY-FIVE

Change to complex sentences:

1. Labor is the divine law of our being; repose is desertion and suicide.
2. In youth it sheltered me,
   And I'll protect it now.
3. The clock struck four and the happy children came dashing out of school.
4. A fluffy yellow chicken had a plaintive voice and he was telling a tale of woe to the mother-hen.
5. The little bird heard it and built a roof
   'Neath which he could house him winter-proof.
6. Be noble, and the nobleness that lies
   In other men, sleeping but never dead,
   Will rise in majesty to meet thine own.
7. At first she flutters, but at length she springs
   To smooth her flight.
8. I awoke; I arose at once.
9. The creation of a thousand forests is in one acorn, and Greece, Rome, Gaul, Britain, America, lie folded already in the first man.
10. Defer not till to-morrow to be wise;
    To-morrow's sun for thee may never rise.

Sometimes for the sake of brevity and simplicity it is well to use the simple sentence instead of the complex. This can easily be done by changing the subordinate clause to a word or a phrase element.

### EXERCISE FORTY-SIX

Change to simple sentences:

1. The lawyer determined that he would not take the case.
2. He was a man whose character was above reproach.
3. Daguerre invented the process of taking daguerreotypes upon metallic plates, which invention soon developed into the process of taking photographs upon paper.

4. We can count on a few bites anyhow, though we may not be able to catch anything.
5. We soon encountered many other herds which were on their way to the common center.
6. They were moving under a sky of perfect blue, through a boundless plain of bright verdure, variegated by the narrow lines of the darker timber which marked the concealed watercourses, their speckled backs, as far as the eye could reach, shining in the sun.
7. It looked as if it were nature's holiday.
8. A great elm tree spread its branches over it, at the foot of which bubbled up a spring of the softest, sweetest water in a little well made of a barrel.
9. His eye was large and of a dark cast which glowed when he spoke with feeling and interest.
10. While I once stood at the open window looking, brimful of content, a bugler came up the road without the wall.
11. Then they bundled all into the wagon which was now surrounded by impatient cavalry.
12. There is nothing in the world so heartless and unthinking as a crowd.
13. The next thought of my troubles came when the great iron door opened.
14. Three times he shifted his ear from one point to another before he beckoned me.
15. As the door swung open they led me in upon a soft carpet.

## CHAPTER XIX

## QUALITIES OF A GOOD BUSINESS LETTER

If one have not a clear idea of the qualities of a good business letter, he can not expect to write such a letter. It is therefore necessary for the student to consider these qualities carefully before he attempts to write.

We have learned in previous chapters that there are certain conventional forms in the arrangement of a letter that should be followed. But one may arrange, punctuate and paragraph a letter correctly, in strict accordance with established custom, and still write a very poor letter.

**Brevity.**—The tyro in the art of letter writing usually starts in with the idea that brevity should be the first and foremost characteristic of a business letter. He has the maxim, "Time is money," firmly impressed, and starting out with this idea will, if left to himself, mistake curtness or abruptness for brevity. Perhaps *conciseness* is a better term than brevity to describe the quality under discussion. Concise means *brief and comprehensive.* Brevity at the expense of either comprehensiveness or courtesy should be avoided. The good business letter will be sufficiently comprehensive to include all necessary details, and so brief as to exclude everything not directly relating to the subject of the letter. Abruptness and consequent lack of courtesy in even the briefest letter may be avoided by due attention to the introductory and the closing sentences.

A Curt, Discourteous Reply

Dear Sir:
Yours rec'd and contents noted. Will attend to it soon.
Resp'y,

A Concise, Courteous Reply

Dear Sir:

Your letter regarding a consigment of wall paper received by you in poor condition is at hand.

We shall investigate the matter promptly and inform you of the results.

Very truly yours,

_____.

Enumerate all the criticisms you can make on the first letter.

**Clearness.**—The inexperienced writer is likely to fail in clearness through too great brevity or a lack of definiteness. He often writes as if his were the only letters received by his correspondent or as if his business were of so much importance that the full details of it were constantly held in his correspondent's mind.

If it is true that "clear thinking makes clear talking," it is equally true that clear thinking makes clear writing. If the writer has in his own mind a clear idea of what he wants to say and then expresses it in the simplest and most direct manner, the reader not alone may but must comprehend it.

An Obscure Letter

Harper Brothers,
New York City.

Dear Sirs:

Enclosed find four (4) dollars, for which please send your magazine.

Yours truly,

_____.

This letter is not clear in that it does not state the name of the magazine desired. Harper Brothers publish more than one periodical—and the number with which the subscription is to begin is omitted.

Rewrite this letter making it clear.

**Unity.**—By unity is meant confining the letter to one subject. In general, in a formal business letter, matter unrelated to the main subject of the letter should not be introduced, but it may be necessary to treat of two or more subjects in the same

letter. If so, each subject should be discussed in a separate paragraph complete in itself. All irrelevant details should be excluded. Personal matters especially should be omitted from business letters, unless the correspondents are friends or intimate acquaintances.

Lyon & Healy,
Chicago, Ill.
Gentlemen:

I have long been thinking of buying a piano, but have not until now felt financially able to do so. An unexpected legacy has now placed me in a position to make the purchase. I have heard the Fischer piano, which I understand you handle, well recommended, and should like to know your prices on the same.

Yours truly,

_____.

The writer of this letter evidently does not know that Lyon & Healy are not interested in his previous financial condition, nor yet in the manner in which he now becomes able to purchase a piano. These details are irrelevant—alien to the main subject of the letter, which is a request for prices on the Fischer piano.

Rewrite this letter confining it to the subject in hand. Be sure to make it concise and also clear.

**Exactness.**—Exactness demands attention to details. It is probably more frequently lacking in letters than any other quality. It demands:

*a.* That all letters should be carefully dated.
*b.* That the name of the correspondent should be carefully and correctly written.
*c.* That the full name and address of the writer appear in the letter and on the envelope.
*d.* That if money, stamps, check, draft, money order or express order be enclosed, the enclosure should be mentioned, the amount of the enclosure named and the purpose to which the enclosure is to be applied specifically stated.

In short, all details should be accurately stated.

*Every business letter should be complete in itself.*

The letter under the heading, *An obscure letter,* lacks exactness as well as clearness, for important details are omitted.

The letter under *Unity* is inexact, in that the firm name, Lyon & Healy, is misspelled and the kind of piano is not specified. There is much difference in the price of grand, square and upright pianos.

Rewrite the last letter making it exact.

**Courtesy.**—As stated in the first chapter, every letter should be courteous if for no other reason than that it pays to be courteous. Nothing is ever lost by courtesy and much is often gained by it. A discourteous letter simply shows the lack of good breeding of the writer. It discredits him in the eyes of his correspondent and it ought so to do.

A brief letter need not lack in courtesy if, as said before, due attention is paid to the opening and the closing sentences.

Note the difference in tone between the letter on page 59 and the one on page 60. While the first is not openly discourteous, its abruptness makes it seem somewhat so. Haste is no excuse for lack of courtesy.

The Wyndham Grocery Co.,
Detroit, Mich.

Sirs:

What's the matter with our order? Ship the goods at once or we won't take them.

Yours,

_____.

This letter possesses none of the qualities of a good business letter, except perhaps unity.

Rewrite it making it concise, clear, exact and courteous.

**USE OF WORDS.—**

**Brief—concise.**

*Brief* means short, while *concise* means brief and comprehensive.

A letter may be brief, yet not concise.

**Comprehend—apprehend.**

To *comprehend* is to understand a thing in all its extent; to *apprehend* is to understand clearly, at least in part.

We may apprehend many truths which we do not comprehend.

We may apprehend much of Shakespeare's aim in the character of Hamlet, but few will claim that they comprehend all that is embraced in that character.

EXERCISE FORTY-SEVEN

Write sentences using each of the above words correctly.

Write the opposites of brief, clear, exact, courteous.

Write synonyms of brevity, exactness, unity.

Fill blanks:

1. A —— letter shows lack of good breeding.
2. If you are so —— as not to sign your business letters in full, you must not complain if you receive no answer.
3. A good business letter will not be brief at the expense of ——.
4. Can you —— how a great business is built up?
5. Do you —— the purpose of this instruction in English?

## CHAPTER XX

### CLASSIFICATION OF THE SENTENCE—MODAL

On pages 16 and 17, we have noted two kinds of sentences that vary as to arrangement and hence as to meaning. One of these states a fact and the other asks a question.

We may say, "He is prudent," or, by a different arrangement, "Is he prudent?" There are still other modes, or manners of expression. "How prudent he is!" and "Be prudent" convey still different meanings.

The different modes of expression give rise to another classification of the sentence—the *Modal.*

These kinds of sentences are named according to what they express.

He is prudent.
Is he prudent?
How prudent he is!
Be prudent.

The first declares, or states, a fact and is therefore called a *Declarative* sentence.

The second interrogates, or asks a question, hence is called an *Interrogative* sentence.

The third expresses strong feeling in the form of an exclamation, and is therefore called an *Exclamative* sentence.

The fourth expresses a command or entreaty, hence is called an *Imperative* sentence (*imperare*, to command).

This form is distinguished by the omission of the subject. Being always addressed to a present person, the subject is perfectly understood, therefore needs no expression. Occasionally the subject, in the ancient form, is expressed, but in such case it always follows a part of the predicate.

"Be ye perfect."

It is doubtful whether the third should be named as a separate kind of sentence, inasmuch as a declarative, an

interrogative or an imperative sentence may be made exclamative by the manner of utterance.

I can never forget it! (Declarative in form, exclamative in meaning.)

What shall I do! (Interrogative in form, exclamative in meaning.)

Be still! (Imperative in form, exclamative in meaning.)

**Punctuation.**—The caution to place an interrogation point after the interrogative sentence needs frequent repetition, for there is much carelessness in this respect.

The sentence that is exclamative in force, no matter what its form, should be followed by the exclamation point.

The imperative sentence, like the declarative, should be followed by a period.

EXERCISE FORTY-EIGHT

Write five declarative sentences.

Write five interrogative sentences.

Write five imperative sentences.

Write five sentences that are exclamative in force and declarative, interrogative or imperative in form.

EXERCISE FORTY-NINE

Distinguish the class to which each of the following sentences belongs and punctuate:

1. O gentle sleep,
   Nature's soft nurse, how have I frighted thee
2. Obey me instantly
3. Be not overcome of evil
4. Are not even the hairs of thy head numbered
5. What horror fills his breast
6. What wound did ever heal but by degrees
7. O now forever
   Farewell the tranquil mind
8. Who steals my purse steals trash
9. Oh, shame where is thy blush
10. There are more things in heaven and earth, Horatio,
    Than are dreamt of in your philosophy
11. Give us a taste of your quality

12. Can a man take fire in his bosom and his clothes not be burned
13. Hope deferred maketh the heart sick
14. How are the mighty fallen
15. Where's the coward that would not dare
    To fight for such a land
16. When shall we three meet again
17. I'll put a girdle round the earth
    In forty minutes
18. Assume a virtue if you have it not
19. For they have sown the wind and they shall reap the whirlwind
20. Is there no balm in Gilead

Variety of expression may often be obtained by changing a declarative sentence to an interrogative; as,

We have endured much.—Have we not endured much?

EXERCISE FIFTY

Change the following to interrogative forms:

1. Americans worship the almighty dollar.
2. All may make mistakes.
3. Heaven is for those who think of it.
4. Rich gifts wax poor when givers prove unkind.
5. He who neglects the present moment throws away all he has.
6. Success by fair means merits applause.
7. It is education forms the common mind.
8. Fools rush in where angels fear to tread.
9. A little learning is a dangerous thing.
10. He is well paid that is well satisfied.

## CHAPTER XXI

## SOME RULES FOR THE COMMA

The natural position for the clause or phrase modifier is as near as possible to the word which it modifies.

We started for shelter when the storm broke.

*When the storm broke,* being a modifier of *started,* naturally follows it in the predicate.

He was called home at the beginning of the week.

*At the beginning of the week,* being a modifier of *called,* naturally belongs in the predicate.

But if, for the sake of emphasis or to secure variety of expression, we say,

When the storm broke, we started for shelter,

At the beginning of the week, he was called home,

we take the clause and the phrase out of their natural place in the sentence, in which case the comma is placed after the clause or phrase.

RULE.—The clause or phrase modifier out of its natural place in the sentence is marked off by commas.

Sometimes a word, phrase or clause is thrown into the sentence by way of explanation or as a sort of parenthetical expression.

There was, *as usual,* a crowd of folk about the door.

I do not believe, *moreover,* that he gave his true reason.

Another man, *when questioned as to his religious beliefs,* objected to answering.

I do not care, *for that matter,* whether he goes or stays.

The italicized expressions are either explanatory or merely parenthetical. In either case, these expressions are set off by commas.

RULE.—An explanatory or a parenthetical expression is separated from the rest of the sentence by commas.

The propositions of a compound sentence, unless very short and closely connected, usually require a comma before the connective.

I should like to go very much, but I find it impossible.

He talked with me about the matter for some time, and I supposed he was satisfied.

If the parts of the compound sentence are loosely connected, the semicolon may be used.

The three worthies turned their faces toward The Boot, with the intention of seeking repose in the shelter of their old den; for now they began to be conscious of exhaustion, and to feel the wasting effects of the madness which had led to such deplorable results.

RULE.—The parts of the compound sentence should be separated by the comma unless loosely connected, in which case the semicolon should be used.

## EXERCISE FIFTY-ONE

Punctuate the following and give reasons:

1. Autumn winds are dreary but June with its bright sunshine, its blossoming flowers and the singing of birds makes us happy.
2. The studio stood on a slope commanding a view of the monastery in which Luther they say dwelt when he was planning his defiance of the church.
3. If you have read the book make up some other stories of incidents that might have happened.
4. I do not believe however that he was really telling the truth.
5. I got out of bed to look but there was only the ghostly face of the snow pressed against the pane.
6. There in the doorway stood my father.
7. In the midst of his musing as he casts his eyes down he beholds "the fairest and freshest young flower" that he had ever seen.
8. The good people of Sleepy Hollow as they sat by their doors of an evening were often filled with awe.
9. If I were you I should make use of that privilege.
10. The officer who had presided being the largest boy explained what they had been doing.

## EXERCISE FIFTY-TWO

Study the letters in Exercise Thirty-two, pages 38 and 39.

In letter No. 1, explain the use of the comma after *5th inst.*, after *cents* and *net*, after *both* and after *you*.

In letter No. 2, why use the comma after *June 12*, after *Gage & Butler* and *St.*, and after *city?*

In No. 3, account for the comma after *30th ult.*, after *then* and *doubt*, after *catalogue*, after *you* and *cover* and after *particular*.

In No. 4, why are there commas after *385*, after *price*, after *5432*, after *net* and *Chicago* and after *goods?*

In No. 5, explain the commas after *not*, after *results* and after *all*.

Look carefully at the letters you wrote under Exercise Forty-two to see if you have omitted any commas where they are necessary.

The tendency latterly is toward the use of fewer rather than more commas, but the few remaining uses are imperative. The omission of the comma is often as fatal to the right meaning of the sentence as is the omission of the period. The student should watch his letters carefully to see that he has all necessary commas, but no unnecessary ones.

## CHAPTER XXII

## PARTS OF SPEECH—THE NOUN

Abou Ben Adhem (may his tribe increase!)
Awoke one night from a deep dream of peace.

A study of these two lines shows that different words in them have different uses in the sentence, different tasks to perform in expressing the author's thought. Thus,

*Abou Ben Adhem* names a particular person of whom something is asserted; *may increase* asserts something of tribe; *his* tells whose tribe is meant; *tribe* names a class of persons; *awoke* asserts something of Abou Ben Adhem; *one* limits night; *night* names the time when he awoke; *from* shows the relation between awoke and dream; *deep* describes dream; *of* shows the relation between dream and peace; *peace* names a quality of dream.

It is thus seen that each word has its work to do in the sentence.

Words are classified as *Parts of Speech* according to their various uses in the sentence.

We have seen that certain words in the above lines are used as names.

*Abou Ben Adhem* names a particular person, *tribe* names a class of persons, *dream* names a state and *peace* names a quality.

A word used to name a person, place, object, state or quality is called a *Noun.*

### EXERCISE FIFTY-THREE

Copy the following and draw a line under each noun:

In a secluded and mountainous part of Styria, there was, in old time, a valley of the most surprising and luxuriant fertility. It was surrounded on all sides by steep and rocky mountains, rising into peaks which were always covered with snow, and from which a number of torrents descended in constant

cataracts. One of these fell westward over the face of a crag so high, that, when the sun had set to everything else, and all below was darkness, his beams still shone full upon this waterfall, so that it looked like a shower of gold. It was, therefore, called by the people of the neighborhood the Golden River.

EXERCISE FIFTY-FOUR

Write a letter to Montgomery Ward & Co., or any other mail-order house, ordering a number of household articles which you have found described in their catalogue. Be sure to state the catalogue number of each article, the price, the size and how you wish to have the goods sent—by freight, express or mail. State that you enclose a money order, draft or express order in payment.

Underscore each noun in your letter.

**Classes of Nouns.**—There are thousands of nouns in the English language, yet each object does not have a name of its own. Only a few of the many namable objects have particular, or given, names; the rest have class names only.

The particular, or given, name of an individual object is called a *Proper* noun.

The class name applied to a number of objects is called a *Common* noun.

> On Thursday of last week, Henry saw Mr. Jones at the Auditorium in Chicago and invited him to take dinner at the hotel.

*Thursday, Henry, Mr. Jones, Auditorium* and *Chicago* are proper nouns. Why?

*Week, dinner* and *hotel* are common nouns. Why?

The most important thing about proper and common nouns for the student to remember is to distinguish between the two for purposes of capitalization.

*A proper noun should always begin with a capital letter.*

This rule will not benefit the student unless he *puts it in practice.* To do this he must, of course, learn to recognize the proper nouns so that he may know when to capitalize and when not.

The following may serve somewhat as a guide:

**Proper Nouns.—**

1. Names of persons and places—Lincoln, Peoria.
2. Names of months and days (not seasons)—October, Sunday.
3. Names of the Deity—Lord, Heavenly Father.
4. Names of geographical features—Amazon River, Cape Hatteras.
5. Names of domestic animals—Bruno, Brownie.
6. Names of holidays—Christmas.

The following exercise will give some drill in recognizing classes of nouns. All are capitalized so that the student must think for himself to which class each belongs.

EXERCISE FIFTY-FIVE

Rewrite this list capitalizing only the proper nouns:

| | | |
|---|---|---|
| 1. City | 8. Atlantic | 15. Woman |
| 2. President | 9. Lawyer | 16. August |
| 3. Easter | 10. Robin | 17. Friday |
| 4. Spring | 11. Heaven | 18. Thanksgiving |
| 5. Grammar | 12. Landlord | 19. Ohio |
| 6. Piano | 13. Animal | 20. Indians |
| 7. Carlo | 14. Gold | |

The teacher should dictate many exercises containing common and proper nouns to give the student drill in ready recognition of proper nouns when the attention is turned to other things.

## CHAPTER XXIII

## LETTER DRILL

### EXERCISE FIFTY-SIX

1. Write to Currie Brothers, Milwaukee, Wis., asking them to send you six varieties of flower seeds, which you may name in a column with the price of each opposite. Write that you enclose a money order in payment.

2. Frank Parmelee is an expressman doing business in Chicago, 1127 Spencer St. Write him to call for your trunk in time for a certain train which you wish to take at a certain depot. *Be exact.*

3. Write to the publishers of this book for two copies of the same to be sent to a friend of yours in some neighboring town. Enclose payment.

4. James Underby, who lives in Bloomington, Ill., encloses one dollar in a letter to S. S. McClure Company, Cor. 23rd St. and 4th Ave., New York City, as the subscription price for *McClure's Magazine* for one year. Write his letter.

5. To Let—A small house in a pleasant, quiet locality. For particulars, address J. B. Gosnold, P. O. Box 1122, Chicago, Ill. Rev. J. E. Downing lives at 1189 W. Adams St. in the same city. He answers this advertisement, asking for further information. Write his letter.

Make a list of all the proper nouns in your letters.

## CHAPTER XXIV

### NOUNS—Continued

Inflection in grammar is a change in the ending of a word to indicate some property; as, church, churches—the ending *es* added to the root, church, shows number.

Although the English language has few inflections, most nouns are inflected for number.

**Number** is that property of nouns which indicates one or more than one.

There are two numbers, the *Singular*, which indicates one, and the *Plural*, which indicates more than one.

**How the Plural is Formed.—**

1. By adding *s* or *es* to the singular; boy, boys; box, boxes.
2. By adding *en* to the singular; ox, oxen.
3. By an internal change; man, men.
4. By changing final *f* to *v* and adding *es;* wolf, wolves.
5. By changing final *y* after a consonant to *i* and adding *es;* fly, flies.
6. By adding *'s* to letters, figures and any word not a noun used as a noun; 5's, t's, that's.
7. By taking the foreign plural of foreign words; memorandum, memoranda.
8. A few nouns (about forty) ending in *o* preceded by a consonant form their plural by adding *es;* echo, echoes.

EXERCISE FIFTY-SEVEN

Write the plurals of five nouns under each of the above rules.

**Some Peculiarities of Number.—**

1. Some nouns have but one form which is singular or plural; deer.
2. Some nouns have two plurals; fish, fishes.

3. Some nouns have only the plural form; ashes, tongs, scissors, riches.
4. Some nouns have no plural; goodness, flesh.
5. Some nouns look like plurals, but may be either singular or plural; mathematics, politics.
6. *News* is always singular.

**Plurals of Compounds.—**

1. Compound words form their plurals by pluralizing the most important part; mothers-in-law, knights templar.
2. Compounds which mean nothing except as wholes are pluralized regularly; forget-me-nots.
3. Compounds ending in *ful* are pluralized regularly; spoonfuls.

EXERCISE FIFTY-EIGHT

After determining whether the subject is singular or plural, supply *is* after the singular subjects and *are* after the plural subjects:

1. —— there any news from home to-day?
2. Civics —— a practical study.
3. The wages of sin —— death.
4. Mumps —— not considered a dangerous disease.
5. —— my shears on your table?
6. The whereabouts of Mr. Johnson —— not known.
7. Politics —— an interesting game.
8. The phenomena of the seasons —— very strange and wonderful.
9. "Boys" —— of the plural number because it means more than one.
10. Great pains —— taken to make it a success.

EXERCISE FIFTY-NINE

Write the plurals of the following:

1. analysis
2. half
3. child
4. goose
5. journey
6. i
7. sheep
8. die
9. penny
10. staff
11. woman
12. alms
13. salmon
14. attorney-general

15. gentleman
16. motto
17. chimney
18. then (noun)
19. crisis
20. 6
21. man-of-war
22. stowaway
23. tooth
24. court-martial
25. enemy
26. tomato
27. Mr.
28. cameo
29. handful
30. genius
31. alumnus
32. rope-ladder
33. jack-in-the-pulpit
34. ally
35. waif
36. go-between
37. wife
38. swine
39. index
40. will-o'-the-wisp
41. handicraft
42. louse
43. flagstaff
44. mosquito
45. Miss
46. committee
47. commander-in-chief
48. cannon
49. reindeer
50. by-path

**Rules for Spelling.**—*Final y.*—Final *y* when preceded by a consonant or *qu* is changed to *i* on the addition of a suffix; mercy, mercies.

Final *y* when preceded by a vowel remains unchanged on the addition of a suffix; boy, boys.

Write the plurals of the following words:

| | | | |
|---|---|---|---|
| chimney | twenty | sympathy | alloy |
| pony | buggy | charity | attorney |
| colloquy | soliloquy | honey | galley |
| valley | journey | guy | supply |
| money | rarity | vanity | reply |

*Note.*—Although the parts of many compound words are still connected by the hyphen, the tendency toward omitting it and writing the compound as one word is growing stronger.

**Gender.**—Modern authorities in grammar are inclined to omit gender as a property of nouns, inasmuch as so few in proportion to the whole number of nouns—less than one-twentieth—have the distinction of sex at all. Of these few, a very small number show gender by inflection; *actor, actress.* Most of them show it by an entirely different word.

There are three genders, *Masculine,* denoting males; *Feminine,* denoting females, and *Neuter,* denoting neither sex.

There is only one practical reason for treating the subject of the gender of nouns, and that is the necessity for choosing the proper pronoun to refer to the noun. This will be considered later.

EXERCISE SIXTY

Write the feminine forms corresponding to the following masculine forms:

1. duke
2. master
3. hero
4. czar
5. monk
6. stag
7. earl
8. sir
9. youth
10. beau
11. heir
12. baron
13. administrator
14. negro
15. sultan
16. wizard
17. he-bear
18. shepherd
19. bachelor
20. priest
21. man-servant
22. host
23. testator
24. Jew
25. emperor
26. gentleman.
27. patron.

## CHAPTER XXV

## LETTERS OF INQUIRY

When a man desires to purchase goods of a house with which he has had no previous business relations, commercial etiquette demands that he give references, that is, names some well-known persons who can speak in regard to his financial standing, personal integrity and so forth. Sometimes a firm prefers to employ a commercial agency, whose regular business it is to gather such information, to look up the standing of the man who desires credit with them, but when references are given, it is customary for the firm to write to one or more of the persons named.

The replies to such letters are always considered confidential, but this does not warrant the writer in making statements the truth of which he can not justify. A reply based upon merely hearsay evidence might do great injustice to the person written about, hence the writer should be very guarded in his statements if he feels obliged to make an unfavorable reply. In such case it is well to omit the name of the person about whom the letter is written.

Letters of inquiry of interest to the writer only should always enclose a stamp for the reply.

Cor. Lake St. and Wabash Av.,
Chicago, Ill., Dec. 8, 1906.

Mr. Joseph Manning,
Cairo, Ill.

Dear Sir:

Mr. Fred Stanley of your city desires to open an account with us and has used your name for reference. Any information that you can give us as to his financial standing, moral character or custom of paying his debts will be kindly received and treated as strictly confidential.

Thanking you in advance for the information you may give us, we are

Yours truly,
Franklin MacVeagh & Co.

A Favorable Reply

Cairo, Ill., Dec. 12, 1906.

Messrs. MacVeagh & Co.,
Chicago, Ill.
Gentlemen:

I have your letter of December 8, inquiring about Mr. Fred Stanley.

It gives me pleasure to testify to Mr. Stanley's reliability and worth, both financially and morally. He is well known in this community for uprightness in his dealings, and I am sure he will meet promptly any obligation he incurs.

Very truly yours,
Joseph Manning.

An Unfavorable Reply

Cairo, Ill., Dec. 12, 1906.

Messrs. MacVeagh & Co.,
Chicago, Ill.
Gentlemen:

Answering your letter of December 8, I know nothing to the credit of the person about whom you write, and therefore can not give you any satisfactory information.

Very truly yours,
Joseph Manning.

EXERCISE SIXTY-ONE

1. You are about to apply for a position as salesman with Carson, Pirie, Scott & Co., Chicago, wholesale dry goods. You desire to use for reference the name of some prominent man in your town.

*a.* Write to him asking permission to use his name.

*b.* Write the letter applying for the position.

2. J. A. Overson, one of the directors of the Special Correspondence School, Minneapolis, Minn., has written you a letter offering employment for the summer, and asking you to come to Minneapolis for a personal interview, offering to pay half your traveling expenses. The name of the Swedish American Bank, Minneapolis, appears in the letter-head as one of the references. Write to this bank asking for information about Mr. Overson.

3. Messrs. Pond & Ely, 864 La Salle St., Chicago, desire to

open business relations with Day, Crawford & Co., 119 Broadway, New York City, for the purchase of large orders of groceries from time to time on 60-days' credit. They give two names as references.

*a.* Write Pond & Ely's letter.

*b.* Write Day, Crawford & Co.'s letter to one of the references.

*c.* Write an unfavorable reply.

*d.* Write Day, Crawford & Co.'s letter to Pond & Ely stating that they can not open an account with them. They will be pleased to sell them goods, (name terms), and promise to give satisfaction. (Make this letter as courteous as possible, so that if Pond & Ely are able to pay cash, the order may not be lost because of their being offended)

## EXERCISE SIXTY-TWO

Write synonyms for the following:

| | | | | | |
|---|---|---|---|---|---|
| 1. | desire | 8. | gather | 15. | inquire |
| 2. | purchase | 9. | information | 16. | position |
| 3. | previous | 10. | customary | 17. | prominent |
| 4. | commercial | 11. | merely | 18. | interview |
| 5. | require | 12. | omit | 19. | stating |
| 6. | persons | 13. | reply | 20. | pleased |
| 7. | integrity | 14. | custom | 21. | purport |

Make a list of the proper names found in Exercise Sixty-one.

Change the singular forms to plural and the plural to singular in the same exercise.

## CHAPTER XXVI

### NOUNS—Concluded

**Case** is that property of the noun which shows its use, or construction, in the sentence. In the English language, there is very little inflection to show case. The noun has thirteen possible constructions in the sentence, but only two case forms. One of these, the *Common* form, being the same for the nominative and the objective, is the one which is used for twelve of the constructions, and the *Possessive* form is used for the remaining one.

The possessive form is the form the noun takes in order to become a modifier of another noun. It indicates *possession*, "the boy's hat;" *origin*, "Scott's novels," or *kind*, "men's shoes."

**How the Possessive is Formed.—**

1. To the singular of nouns and to plurals not ending in *s*, add *'s;* boy's, men's.
2. To plurals ending in *s*, add the apostrophe (') only; boys'.
3. A few singular nouns which end in *s* or the sound of *s* take only the apostrophe before the word *sake;* Jesus' sake, conscience' sake, goodness' sake.
4. Compounds or noun phrases form their possessive by placing the possessive sign at the end; son-in-law's house, William the Conqueror's reign.
5. Nouns of equal rank joined by *and* are made to show joint ownership by adding the possessive sign to the last term only; Henry and John's marbles; and separate ownership by adding the possessive sign to each noun; Henry's and John's marbles.

#### EXERCISE SIXTY-THREE

Write the possessive forms, singular and plural, of the nouns in Exercise Fifty-nine, pages 75 and 76. (Omit Nos. 6, 18, 20, 27.)

It is not always best to use the possessive sign to indicate possession. This is especially true in speaking of inanimate objects; *the trunk of the tree* is better than *the tree's trunk.*

Sometimes the phrase with *of* or *by* is better, or *belonging to, the property of,* or *have, hold* or *possess.*

EXERCISE SIXTY-FOUR

Improve the following:

1. Russia's and Japan's interests differ widely.
2. Where is Joyle's and Smith's store?
3. My sister's husband's brother's novels have been much admired.
4. This is Longfellow's, the poet's, home.
5. William's and Mary's College is in Virginia.
6. Do you prefer Worcester or Webster's dictionary?
7. I visited at Smith's, my old friend and classmate's.
8. I bought the silk at Schuneman's & Evans' store.
9. He thought it was everybody's else's business but his own.
10. The February *St. Nicholas's* articles are fine.

Look over your letters written under Exercise Sixty-one to see if you have the possessive forms written correctly.

To the Teacher:—Many sentences containing possessives should be dictated to give students drill in the correct writing of the form in the *sentence.* The writing of the possessive forms of words standing alone will not help much toward forming the habit of being careful in writing this form. It will simply show whether the student knows how to write these forms. *To know how* and *to do* are two very different things. The habit of writing these forms correctly can be fixed only by constant drill on sentences and eternal vigilance in watching all the daily written work of the student.

**Constructions of the Noun.**—It has been said that there are thirteen different relations which the noun may sustain to the rest of the sentence, hence there are thirteen possible constructions of the noun. But as no one of these, except the possessive modifier, is shown by a change of form, there is no chance for error in their use either in speaking or writing. The study of these constructions of the noun furnishes excellent mental discipline, but is of no practical value in the use of language, as it would be if the noun were more highly inflected. Then, too, most of these constructions have their parallel in the pronoun, which changes its form more freely, hence their consideration is left until the pronoun is studied.

There are, however, three constructions of the noun, having no counterpart in the pronoun, which are important to study because of the punctuation required.

**Independent by Address.**—In Chapter X, it was shown that, besides its essential and subordinate elements, a sentence may also have independent elements. An element is so used whenever the person addressed is named in the sentence:

Henry, I want you to go down town.

I do not know whom you mean, Arthur.

I think, Mr. Dudley, that you ought to give him the position.

Name the independent nouns in the above.

RULE.—The noun used independently by address should be set off by commas.

When should one comma be used? When two commas?

**Independent by Exclamation.**—Sometimes a person or thing spoken of is named with feeling and the complete sentence follows:

The crests of the Rockies! How proudly they rise!

The noun so used is said to be independent by exclamation.

RULE.—The noun used independently by exclamation should be followed by the exclamation point.

**Appositive.**—A noun is often used after another noun to explain or identify the first noun:

Jones, my old classmate, came last week.

I once visited Whittier, the poet.

A noun so used is said to be in apposition with the first noun.

RULE.—A noun in apposition should be set off by commas.

When should one comma be used? When two?

EXERCISE SIXTY-FIVE

Name the construction and punctuate:

1. Mr. Joslyn the representative of our house will call upon you about May 1.
2. Now Mr. Nelson if you are looking for a school of this kind you can not do better than to come to us.

3. The price of butter How high it is.
4. I wish you would look up this matter Mr. Ross and report to us.
5. It pleases me much to recommend Miss Jordan a stenographer who has been with us three years.
6. The family of Mr. Fields a clerk in our employ has moved to your city.
7. This will introduce to you our traveling salesman Mr. Charles Pearse.
8. We regret having to threaten you Mr. Hosmer but we must have the money at once.
9. Mr. Hood the gentleman who used my name as reference had no authority for so doing.
10. He named as references Mr. Elihu Root, Mr. J. P. Morgan and Mr. Paul Morton.

**Why We Study Nouns.**—We study the classification of nouns to secure the *capitalization of the proper noun.*

We study the number of nouns to secure the correct spelling of the plural forms and the correct form of the verb.

We study the case of nouns to secure the correct writing of the possessive forms.

We study the construction of nouns to secure correct punctuation.

## CHAPTER XXVII

## LETTER DRILL

### EXERCISE SIXTY-SIX

1. Look in the Want Column of the daily paper and write a letter answering one of the advertisements.

2. Write a letter to a prominent man in your town asking about the financial standing of a person in that town who desires credit with you.

3. Miss Mary Templeton is going into the millinery business in Columbus, Ohio. She wants to buy goods of D. B. Fisk & Co., Chicago, on 90-days' credit. Write her letter to them.

4. Write to Spaulding & Co., dealers in sporting goods, Chicago, for prices on tennis sets.

Are your letters written neatly and legibly?

Are all the words spelled correctly?

Are the different parts punctuated correctly?

Is the body of the letter properly paragraphed?

Have you periods after all abbreviations?

Are all the proper nouns capitalized?

Have you written the possessive forms correctly?

Can any of your sentences be improved by changing from compound or simple to complex sentences or complex to simple sentences?

## CHAPTER XXVIII

### VERBS

The boys home to-morrow.
Coffee from Java.
Steam machinery.
Mary sad.
The child to school.

Examine the above groups of words. It is easy to see that each group needs something to make it a sentence. By supplying the words *will go* in the first group, we get

The boys will go home to-morrow,

which is a sentence because something is asserted of the subject.

Supply the necessary asserting words in the other groups.

Words used to assert are called *Verbs*.

Sometimes only a single word is needed to make the assertion:

Children *play*,

while again a group of words may serve the same purpose:

The plant *may have been frozen*.

A group of words used to assert is called a *Verb-phrase*.

A verb-phrase is made up of the chief asserting word, called the *Principal* verb, and other helping words, called *Auxiliaries*.

In the verb-phrase, *may have been frozen, frozen* is the principal verb and *may, have* and *been* are auxiliaries.

#### EXERCISE SIXTY-SEVEN

Select the verbs and the verb-phrases, and in the latter tell which is the principal verb and which are the auxiliaries:

1. The letter came more than an hour ago.
2. We had been hoping to hear from you.
3. The coffee-plant is raised in South America.
4. That tree may have been growing there for centuries.

5. Saddle the pony for me.
6. Perhaps we shall be there in time.
7. Be silent.
8. They will have been here a week to-morrow.
9. I think we shall be chosen by a large majority.
10. He could have been elected had he chosen.

## EXERCISE SIXTY-EIGHT

Make a list of all the verbs and verb-phrases in the letters on pages 78 and 79, and a separate list of all the auxiliaries used.

Use the following in sentences as principal verbs:

| | |
|---|---|
| choose | with *had* |
| take | with *will* |
| give | with *might* and *have* |
| elect | with *were* |
| go | with *has* |
| write | with *could* and *have* |
| speak | with *can* and *have* |
| teach | with *may, have* and *been* |
| be | with *shall* and *have* |
| lose | with *would* and *have* |

## CHAPTER XXIX

## ORDERS

Nearly every one at some time in his life finds it necessary to send an order for goods to a business house. As much annoyance is felt when orders are not filled correctly, it follows that great care should be taken in writing the order so that the possibility of mistakes may be reduced to the minimum. To this end, it may be well to repeat here some cautions previously given and add others, the heeding of which will facilitate the filling of the orders correctly and promptly.

**Cautions in Writing Orders.—**

1. Give the full name and address of the person ordering the goods.
2. If a remittance for payment be enclosed, that fact and the amount should be mentioned.
3. Shipping directions, by freight, mail or express, should be given, and if there be any choice, the particular express company or railroad should be mentioned.
4. The items of the order should be arranged in tabulated form.
5. Sizes, numbers, quantities and measurements should be plainly written.
6. In ordering from a catalogue, the catalogue number, the page and the particular catalogue should be specified.
7. All orders should be promptly acknowledged, as this completes the contract.
8. A letter repeating an order should be as complete as the one making the original order.

Most of these cautions are for the convenience of the one filling the order, but whatever tends toward that end insures more accurate filling of the order and earlier receipt of the goods—both advantageous to the one ordering the goods. Hence, for purely selfish reasons, the writer will do well to heed them.

### An Order of One Item

This may be written:

Freeport, Ill., Jan. 14, 1907.

Messrs. A. C. McClurg & Co.,
268 Wabash Ave.,
Chicago, Ill.

Gentlemen:

Please send to me by mail at above address two copies of *Alice in Wonderland,* and charge the same to my account.

Yours truly,
J. F. Stone.

or it may be written:

Messrs. A. C. McClurg & Co.,
268 Wabash Ave.,
Chicago, Ill.

Gentlemen:

Please send to me by mail at above address,

2 copies of *Alice in Wonderland,*

and charge the same to my account.

Yours truly,
J. F. Stone.

Which form is better? Why?

### An Order of Two or More Items

116 Grand Ave.,
Alton, Ill., May 1, 1906.

Messrs. Siegel, Cooper & Co.,
Chicago, Ill.

Gentlemen:

Please send to us at above address the following goods:

1 pc. Black Cashmere per sample
12 bx. Clark's O. N. T. Cotton white No. 50
4 bx. Coates' Black Thread, No. 60
60 yds. Sheeting

Kindly enclose bill and ship goods *via* C. & N. W. R. R.

Yours truly,
J. P. Zimmermann & Co.

Many firms supply their customers with blank order sheets, in which case the list does not appear in the body of the letter.

ACKNOWLEDGMENT OF ORDER

268 Wabash Ave.,
Chicago, Ill., May 1, '06.

Mr. J. F. Stone,
Davenport, Iowa.
Dear Sir:

We are in receipt of your order of April 28, for which please accept our thanks. We are sending the books to you by mail to-day.

Very truly yours,
A. C. McClurg & Co.

EXERCISE SIXTY-NINE

1. Messrs. Ball & Bowen, El Paso, Texas, order from Maynard & Merrill, 58 Cable St., New Orleans, La., the following goods:—8 doz. pairs No. 6¼ ladies' black kid gloves, at $8 per doz.; 12 boxes No. 9 black cotton hose, at $3 per box; 2 doz. infants' crocheted sacks, assorted colors, at $6 per doz.; 10 bolts No. 7 white satin ribbon, at 80¢ per bolt. They wish the goods shipped by express. Write their order.

2. Write Maynard & Merrill's letter acknowledging their receipt of the order and notifying of shipment.

3. Ball & Bowen receive the goods, but find that the No. 7 white satin ribbon is a much cheaper quality than they have hitherto purchased at 80¢. They send it back by express and request correction of the mistake. Write their letter.

4. Maynard & Merrill reply stating that the mistake was due to the ignorance of a new clerk, that they are glad to correct it and expressing regret at the annoyance caused.

5. Write to Yerxa Bros., 119 Jackson St., St. Paul, Minn., ordering a bill of groceries. Direct shipment by freight *via* a railroad in your town.

In letters 3 and 4, be careful to use your own language.

Look over your letters bearing in mind the questions asked on page 85.

## CHAPTER XXX

### VERBS—Continued

**Complete and Incomplete Verbs.—**

Birds fly.
The boy is sick.
The girl seems happy.
Mr. Jordan received a letter.
The council chose Mr. Worden president.

If we should write the above—

Birds fly
The boy is
The girl seems
Mr. Jordan received
The council chose

—how many of the groups would make complete assertions?

Some verbs are complete in themselves—

Children *play*

—while others are incomplete, that is, they require other words to complete the assertion.

Name the complete verbs in the above sentences. Name the incomplete verbs.

A word used to complete the meaning of a verb is called a *Complement* (*complete* and *ment*).

Name the complements necessary to complete the assertions in the above groups.

Sometimes the complement modifies the subject—

The man is *angry* (angry modifies *man*)
The boy appears *ill* (ill modifies *boy*)

—and sometimes it identifies the subject—

Mr. Roosevelt is *president* (president identifies *Mr. Roosevelt*).

Such a complement is called an *Attribute* complement.

What two things may an attribute complement do?

Define an attribute complement.

The complement may receive the action of the verb—

Mr. Jordan received a *letter*.

Such a complement is called an *Object* complement.

Define an object complement.

The complement may modify or identify the object—

They painted the house *white* (white modifies the object *house*).

The council chose Mr. Worden *president* (president identifies the object *Mr. Worden*).

Such a complement is called an *Objective* complement.

Define an objective complement.

Sometimes the verb may be complete in one sentence—

The farmer's crops *grow* finely this year

—or incomplete, taking an attribute complement—

Arthur grows taller every day

—or incomplete, taking an object complement—

The farmer grows oats in this field.

*Note.*—It is necessary to remember that certain verbs, *seem, look, feel, sound, taste, smell, become, appear* and a few others, when incomplete, should be followed by an attribute complement (a modifier of the *subject*), and not by a modifier of the verb:

She looks *wretched*, not She looks wretchedly.

She feels *bad*, not She feels badly.

The rose smells *sweet*, not The rose smells sweetly.

## EXERCISE SEVENTY

Supply a complement or a modifier of the verb as required:

1. She did not look —— yesterday.
2. Mary feels——about the loss of her position.
3. The robins sing——in the early morning.
4. She speaks very——for one that has been trained.
5. The song of the thrush sounds very——in the morning air.
6. Does the apple taste——?
7. Does the sick man appear——?
8. Did he not look——at me?
9. The servant appeared——at the door.
10. That man appears——.

**USE OF WORDS.—**

**Want—need.**

*Want* implies desire for a thing; *need* implies necessity for a thing.

I may want many things that I do not need.

Persons may *want*, but inanimate objects *need* or *lack*.

This book *needs* (not wants) a new cover.

**Later—latter.**

Both words are formed from late.

*Later* means after in point of time.

He came later than you did.

*Latter* means mentioned the last of two or in recent times.

He spoke of bravery and fortitude, and said the latter was ability to bear pain.

In these latter days, the young show little reverence for old age.

EXERCISE SEVENTY-ONE

Write a sentence for each of the above words.

Fill blanks:

1. His coat —— a button.
2. Dickens lived in a —— period than Pope.
3. This store —— many new furnishings.
4. I do not know whether the former or the —— will be used.
5. He went in the —— part of August.
6. He might say that he —— a new automobile although he does not —— it.
7. The proprietor decided that his business really —— a new manager.
8. Of the two I should say that the —— was the more promising.
9. He will not engage in business until the —— part of next winter.
10. In his —— years he has learned to be saving.

## CHAPTER XXXI

### BILLS—LETTERS ENCLOSING PAYMENT—RECEIPTS

**Bill, or Invoice.**

CARSON, PIRIE, SCOTT & CO.,

WHOLESALE DRY GOODS,

Adams and Franklin Streets,

Chicago.

Jan. 12, 1907.

Sold to J. P. Zimmermann & Co.,
Milwaukee, Wis.

Terms: 1 per cent. 10 days. Net 30 days.

| | | | |
|---|---|---|---|
| 1 | pc. Cashmere, 36 yds., at $.80 per yd. ..... | 28.80 | |
| 12 | bx. Clark's O. N. T. Cotton, No. 50, at $.50 per bx. | 6.00 | |
| 4 | bx. Coates' Black Thread, No. 60, at $.50 per bx... | 2.00 | |
| 60 | yds. Sheeting XXX, at 7c per yd..... | 4.20 | |
| | | | 41.00 |

What is meant by 1 per cent. 10 days? By Net 30 days?

**Letter Enclosing Payment.—**

135 Wells St.,
Milwaukee, Wis., Jan. 17, 1907.

Messrs. Carson, Pirie, Scott & Co.,
Franklin and Adams Sts.,
Chicago.

Gentlemen:

Enclosed find Chicago draft for $40.59 in payment of your invoice of Jan. 12, less discount of 1 per cent.

Yours truly,
J. P. Zimmermann & Co.
Per A. H.

**Receipt.—**

Franklin and Adams Sts.,
Chicago, Ill., Jan. 20, 1907.

Messrs. J. P. Zimmermann & Co.,
Milwaukee, Wis.

Gentlemen:

This is to acknowledge receipt of yours of Jan. 17 enclosing Chicago draft for $40.59 in settlement of your account.

Thanking you for the favor, we remain

Very truly yours,
Carson, Pirie, Scott & Co.

When returning bill or statement with remittance, do not write on it.

EXERCISE SEVENTY-TWO

1. Make out the invoice which should be enclosed in letter No. 2, Exercise Sixty-nine.

2. Write Ball & Bowen's letter enclosing payment for the same less 3 per cent. for cash.

3. Write Maynard & Merrill's receipt.

4. Make out Yerxa Brothers' bill based on your order in letter No. 4, Exercise Sixty-nine.

**USE OF WORDS.—**

**Invoice—inventory.**

An *invoice* is a list of goods and their prices sent to a purchaser.

An *inventory* is a merchant's list of the goods he owns, a schedule of his property.

Does the merchant receive an invoice or an inventory from the wholesale dealer?

Does the merchant take an invoice or an inventory each year?

**Per** is a Latin word meaning *by*, but it should never be used before an English word.*

Per cent. (abbreviation for *centum*), by the hundred;
per annum, by the year;
per diem, by the day.
He was paid one thousand dollars per annum, or,
He was paid one thousand dollars a year.

*Per* may be written before a name or initials written below a signature of a firm to show what individual wrote for the firm. See page 94.

**Via** is a Latin word meaning *by way of*. It is not an abbreviation. "You may ship *via* C. M. & St. P. R. R."

EXERCISE SEVENTY-THREE. Use each of the above words in a sentence so as to show its correct use.

*This rule applies in English composition. An exception is made, however, in billing goods. Almost universal custom in business seems to justify the use of such expressions as "per doz.", per box", etc.

## CHAPTER XXXII

### VERBS—Continued

**Principal Parts of Verbs.**—The verb has many shades of meaning, expressed partly by inflection, but more largely by the help of auxiliaries. There are four forms of the verb by the use of which, either alone or in combination with auxiliaries, all the various meanings which a verb may have are expressed.

These forms are:

1. The present, referring to the passing moment—take.
2. The past, referring to past time—took.
3. The progressive, or present, participle, referring to the action as progressing—taking.
4. The perfect participle, referring to the action as completed —taken.

These four forms of the verb are called its *Principal Parts.*

**Regular and Irregular Verbs.**—The principal parts of the verb *raise* are, Pres., raise; Past, raised; Pres. Part., raising; Perf. Part., raised.

The principal parts of the verb *rob* are, Pres., rob; Past, robbed; Pres. Part., robbing; Perf. Part., robbed.

It will be noticed that both of these verbs form their past and their perfect participle by adding *ed* to the present.

Such verbs are called *Regular.*

The principal parts of *steal* are, Pres., steal; Past, stole; Pres. Part., stealing; Perf. Part., stolen.

This verb does not form its past and its perfect participle in the same way. Can you name ten other verbs which are similar to this in this respect?

Such are called *Irregular.*

The irregular verbs are many in number and are the cause of a large proportion of the errors made in speech. The only way to learn to use them correctly is *to learn their principal parts* and *to drill on their use in sentences.*

To facilitate the first, a list of those commonly used is here given. Those which have the past and the perfect participle alike are omitted.

**Principal Parts of Irregular Verbs.—**

| Present | Past | Perfect Participle |
|---|---|---|
| arise | arose | arisen |
| be | was | been |
| bear | bore | born (bring forth) |
| bear | bore | borne (carry) |
| beat | beat | beaten |
| begin | began | begun |
| bid | bade | bidden, bid |
| bite | bit | bitten |
| blow | blew | blown |
| break | broke | broken |
| chide | chid | chidden |
| choose | chose | chosen |
| cleave | clove | cloven |
| come | came | come |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk, drunken |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| fly | flew | flown |
| forbear | forbore | forborne |
| forget | forgot | forgotten |
| forsake | forsook | forsaken |
| freeze | froze | frozen |
| get | got | got, gotten |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| know | knew | known |
| lie | lay | lain |

| Present | Past | Perfect Participle |
|---|---|---|
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| see | saw | seen |
| shake | shook | shaken |
| shrink | shrank | shrunk, shrunken |
| sing | sang | sung |
| sink | sank | sunk, sunken |
| slay | slew | slain |
| smite | smote | smitten |
| speak | spoke | spoken |
| spring | sprang | sprung |
| steal | stole | stolen |
| stink | stank | stunk |
| stride | strode | stridden |
| strive | strove | striven |
| swear | swore | sworn |
| swim | swam | swum |
| take | took | taken |
| tear | tore | torn |
| throw | threw | thrown |
| wake | woke | waked |
| wear | wore | worn |
| weave | wove | woven |
| write | wrote | written |

**Errors.**—Errors in the use of the irregular verbs usually come through using the auxiliary *have* with the past form instead of with the perfect participle; as,

"I have went" for I have *gone.*

Occasionally the mistake of using the perfect participle for the past form occurs; as,

"He come yesterday" for He *came* yesterday.

The verbs most troublesome in this respect are *come, begin, ring, run, sing, swim* and *sink.*

ORAL DRILL CHART

**I came last week.**
**He has just come.**
**They ran a race.**
**She has run fast.**
**They began it yesterday.**
**We have now begun.**
**She rang the bell.**
**He has rung the bell three times.**
**They have sung well.**
**She sang last evening.**
**The vessel sank in mid-stream.**
**He has sunk out of sight.**
**I swam two miles.**
**They have swum too far.**

The charts for oral drill are for daily use in class for the purpose of correcting common errors in speech. The forms should be repeated again and again, day after day, until the right form *sounds* right.

EXERCISE SEVENTY-FOUR

Fill the blanks with the correct forms of the verbs below:

You —— it now.
We —— it last week.
They have —— it.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|
| Begin — | ride — | see — | drive — | forgot — | catch— | choose— | drink |

| 9 | 10 |
|---|---|
| —hide— | eat. |

He can ——
They —— this morning.
He had just —— it.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| Come — | fall — | steal — | fly— | sing— | become— | run— | swear— | rise |

| 10 |
|---|
| —sit. |

**Spelling of Past Forms and Present Participles.**—When a monosyllable or a word of more than one syllable with the accent on the last syllable ends in a single consonant preceded by a single vowel or a vowel after *qu*, the final consonant is doubled on taking a suffix beginning with a vowel:

rob-ed—robbed
forgot-en—forgotten

EXERCISE SEVENTY-FIVE

Write the past forms of these verbs:

| | | |
|---|---|---|
| stop | excel | knot |
| occur | allot | wrap |
| refer | equip | repel |
| travel | | |

Write the present participles of these verbs:

| | | |
|---|---|---|
| begin | knit | recur |
| rap | revel | |

Write the perfect participles of these verbs:

| | | |
|---|---|---|
| beget | bid | get |
| bit | forget | |

## CHAPTER XXXIII

## LETTER DRILL

### EXERCISE SEVENTY-SIX

1. Write to the Hamilton Rifle Co., Plymouth, Mich., ordering 5 Hamilton rifles (Style A, Catalogue number, 20), price $2 each. Direct shipment.

2. Write the Hamilton Rifle Co.'s invoice for the goods.

3. Send payment for the goods.

4. Write the Hamilton Rifle Co.'s receipt.

Make a list of the proper nouns you have used.

Give the principal parts of each verb in your letters.

What auxiliaries have you used?

Are all your plural forms spelled correctly?

Have you written the possessive forms correctly?

Have you used necessary commas?

## CHAPTER XXXIV

### VERBS—Continued

We have learned in Chapter XXX that an object complement receives the action of the verb:

George wrote the letter—*letter* receives the action of the verb *wrote.*

A verb which has its action terminating on an object is called a *Transitive* verb.

James hit the ball.

Why is *hit* a transitive verb?

It follows that,

An *Intransitive* verb is one that does not require an object to complete its meaning.

The horse *runs.*

The child *played* very quietly.

*Note 1.*—Intransitive verbs may take *attribute* complements, but never object complements:

Those men are lawyers.

He became mayor.

*Note 2.*—Verbs that are usually transitive may be used intransitively:

He speaks French—*speaks* is transitive. Why?

He speaks rapidly—*speaks* is intransitive. Why?

*Note 3.*—Even verbs that are usually intransitive may sometimes take an object:

They live happily—*live* is intransitive.

They live a happy life together—*live* is transitive.

EXERCISE SEVENTY-SEVEN

Use the following verbs both transitively and intransitively:

1 2 3 4 5 6 7 8
Boil — shake — pull — drive —break—sing—work—smell—
9 10
follow—slip.

**Lie and Lay—Sit and Set—Rise and Raise.**—These three pairs of transitive and intransitive verbs are very troublesome to the one desiring to use good English. Their similarity of

form has led to such confusion in their use that only careful speakers always use them correctly.

If one has clearly in mind the distinction between a transitive and an intransitive verb, and then learns that *lie* (to recline), *sit* and *rise* are always intransitive, and *lay, set* and *raise* are always transitive, their correct use is a matter only of drill and self-watchfulness.

The principal parts of each verb should be carefully learned.

| | Present | Past | Perfect Participle |
|---|---|---|---|
| Intrans. | lie | lay | lain |
| Trans. | lay | laid | laid |
| Intrans. | sit | sat | sat |
| Trans. | set | set | set |
| Intrans. | rise | rose | risen |
| Trans. | raise | raised | raised |

Oral Drill Chart

**Lay it down.**
**Lie down.**
**I lay down yesterday.**
**Set it on the table.**
**He sits by the table.**
**He has lain down.**
**She has laid it down.**
**They have sat there long.**
**We rise early.**
**They raised the pole.**
**She had risen late.**
**I will lie on the sofa.**
**They have set it on the table.**
**We sat there an hour.**
**She laid it on the desk.**
**Rise early.**
**Sit still.**
**Raise his head.**
**He should lie down for an hour.**

EXERCISE SEVENTY-EIGHT

Determine whether the verb to be supplied is transitive or intransitive, then supply the correct form of *lie, lay, sit, set, rise* or *raise:*

1. How long has it —— there?
2. He was —— by the river.
3. Walk into the —— room.
4. They have been —— a new walk.
5. —— it on the table.
6. They have —— the corner-stone of the new hall.
7. She —— in bed till a late hour.
8. He —— at an early hour.
9. His body —— in state three days.
10. She —— on the bed all day yesterday.
11. We —— several maple trees last week.
12. The water has —— two feet since Tuesday.
13. He —— unconscious two hours.
14. He —— it carefully away in this desk.
15. She has been —— there for an hour.
16. Won't you —— here?
17. Where has he —— the book?
18. Were they —— here then?
19. It —— on the chair when I saw it.
20. —— down, Nero.

**Why We Study the Classification of Verbs.**—1. We study complete and incomplete verbs to learn to use the correct complement.

2. We study regular and irregular verbs to master the use of the irregular forms.

3. We study transitive and intransitive verbs to learn to distinguish a few similar forms.

## CHAPTER XXXV

## LETTER DRILL

### EXERCISE SEVENTY-NINE

1. James F. Fielding, Peoria, Ill., sends an order for a tennis set (No. 82, page 694, catalogue of 1906) to Spalding & Co., dealers in sporting goods, Chicago, and encloses $15, the price of the set. Write his letter.

2. He waits a reasonable time and not receiving the goods sends a second letter. Write it.

3. Spalding & Co. reply, stating that they received the first letter, but as Mr. Fielding had failed to give anything but the date in the heading of his letter, and the postmark was blurred, they did not know where to send the goods. They also suggest that money should not be sent loose in a letter. Write their letter.

4. Chas. P. Klein, Vermilion, S. Dak., orders of the Grocery Supply House, Cincinnati, O., 6 boxes ivory soap, 3 bbls. granulated sugar, 2 boxes dried peaches, 2 boxes dates, 1 bbl. cranberries, 2 sacks Java coffee. Goods to be sent by freight. Write the letter.

5. The Grocery Supply House acknowledge the receipt of the order, but state that as Mr. Klein is unknown to them and has given no references as to his financial standing, they will be obliged to defer shipment until satisfied on this point. Write their letter.

(Use your own language. Be sure to make this letter courteous, so that the Grocery Supply House will not lose the order if Mr. Klein is all right financially.)

**USE OF WORDS.—**

**Lose—loose.**

To *lose* is to miss so as not to be able to find.

To *loose* is to unbind or untie.

He will lose his way unless he is careful.

Canst thou loose the bands of Orion?

## EXERCISE EIGHTY

Fill the blanks:

1. He shall in no wise —— his reward.
2. The unhappy have but hours and these they —— .
3. Who is worthy to open the book, and to —— the seals thereof?
4. Whatsoever thou shalt —— on earth shalt be —— in heaven.

Write the opposites of these words:

| | | |
|---|---|---|
| defer | loose | courteous |
| satisfied | send | careful |
| lose | fail | blurred |
| known | modern | internal |

Use each of the words in the two lists in sentences.

## CHAPTER XXXVI

### VERBS—Continued

**Properties of Verbs.**—In a well-inflected language, all the different meanings of the verb are expressed by distinct forms of the verb. Each verb form then shows five properties—Voice, Mode, Tense, Person and Number.

As the English language is a very poorly inflected one, very few of its properties are shown by inflection, most of the different forms being built up by the aid of auxiliaries.

**Voice.—**

The engine draws the train.

The train is drawn by the engine.

The English made William king.

William was made king by the English.

What is the subject of the first sentence? The object complement? Is the subject *acting* or *acted upon?*

What has the object complement of the first sentence become in the second sentence? What has become of the subject of the first sentence?

Answer the same questions in regard to the next two sentences.

The secretary wrote the letter.

Is the subject acting or acted upon?

The letter was written by the secretary.

Is the subject acting or acted upon?

*Voice* is that property of the verb which shows whether the subject is acting or acted upon.

If the subject is acting, the verb is said to be in the *Active* voice.

If the subject is acted upon, the verb is said to be in the *Passive* voice.

*Note.*—As the object complement in the active voice becomes the subject in the passive voice, it is evident that only transitive verbs have the property of voice.

## EXERCISE EIGHTY-ONE

In the following sentences change all active forms to passive forms and all passive forms to active forms without change of meaning:

*Ex.*—The manager wrote the letter (active)—The letter was written by the manager (passive).

Iron is expanded by heat (passive)—Heat expands iron (active).

1. Every citizen should defend his country's flag.
2. That beautiful house has been ruined by fire.
3. Columbus told strange stories of the new land.
4. He who is industrious will win success.
5. Some one will probably attend to the business.
6. His watch was stolen by the burglars.
7. We will ship the goods Feb. 13.
8. Will the council choose him marshal?
9. Christ healed the sick.
10. The mortgage will be foreclosed by the executor.

*Note.*—The active voice brings the *actor*, the passive voice brings the *receiver* of the action, into prominence. One form or the other should be used, depending upon what the writer or speaker wishes to emphasize.

To the Teacher:—Much drill should be given in changing from one of these forms to the other in order that the student may acquire command of variety of expression.

## EXERCISE EIGHTY-TWO

1. In MacVeagh & Co.'s letter, page 78, change "has used your name for reference" to the passive form.

2. Change "that you can give us" to the passive form.

3. Change "any information——will be kindly received" to the active form.

4. Change "which you may give us" to the passive form.

5. Page 79, Mr. Manning's letter, change "It gives me pleasure" to the passive form.

6. Change "He will meet any obligation" to the passive form.

7. In the next letter, change "I know nothing to the credit of the person" to the passive form.

8. Change "I cannot give you any satisfactory information" to the passive form.

## CHAPTER XXXVII

## DUNNING LETTERS

Requests for payment, familiarly called dunning letters, are the most difficult letters a business man has to write. If nothing more were involved than the payment of the bill, the task would be a comparatively easy one, for the letter could be couched in such terms as would make the debtor feel that he must meet his obligation or incur disagreeable consequences. But the payment of the bill is only one of the merchant's objects. He also wishes to retain the patronage of his customer unless the latter be wholly undesirable. There is nothing which so touches a man's sensitiveness as being asked to pay an account, therefore there is great danger of giving offense and thus losing trade by an injudiciously worded dunning letter.

Failure to pay may be due to one of several causes—mere oversight or carelessness, misfortune entailing temporary financial embarrassment, indifference or intent to defraud.

The creditor may not be able to ascertain which of the foregoing is the cause of non-payment in any particular case, but the response to the first formal, courteous request for payment will usually reveal the cause, and he can then act in accordance with this knowledge. Many business houses have a blank form for this first letter which they fill in and send to their delinquent customers. This has its advantages, for it does not seem personal to the debtor. He feels that all customers of the house receive exactly the same thing, so that no reflection upon his character is intended.

If the failure to attend to the account has been due to carelessness or oversight, this reminder will be all that is necessary, for the customer will promptly remit.

When remittance is not made, the response to this formal announcement gives the cue for the second, or "follow-up," letter. The reply may show that the debtor is desirous of

paying, but for certain specified reasons finds himself obliged to ask for more time, in which case the creditor may or may not extend the time, depending upon his own needs; but at least the customer deserves considerate treatment.

But if, on the contrary, the response or a failure to respond shows that the customer is indifferent or intends to defraud, the "follow-up" letter may be more pressing, and if this be ineffective, the third letter may threaten severe measures.

It is obvious that any letters that may be given are illustrative and suggestive merely, and not to be followed in detail. These letters, more than any others, must be made to "fit the case," hence no set directions can be given except this:

Make the request for payment in such a way as to retain a *desirable* customer.

**Suggestive Forms.—**

First Formal Request for Overdue Account

Mr. D. L. Torrey,
Hammond, Ind.
Dear Sir:

We enclose statement of your account, amounting to $105.60, due some time ago.

It is probable that the matter has been overlooked by you. Prompt attention to it will greatly oblige us.

Very truly yours,

_____.

Reply to Request for More Time

Mr. D. L. Torrey,
Hammond, Ind.
Dear Sir:

We are in receipt of your request for extension of time on your account. We should be glad to accommodate you did our position warrant it, but we have some heavy obligations to meet in the near future. Could you not favor us with at least a portion of the amount due?

Trusting that this will not greatly inconvenience you and asking for a continuance of your patronage, we remain

Very truly yours,

_____.

"Follow-up" Letter

Mr. D. L. Torrey,
Hammond, Ind.

Dear Sir:

About ten days ago, we sent you a statement of account some weeks past due. Receiving no reply to this, we conclude that you must have overlooked the matter. We do not wish to bring undue pressure to bear upon our customers, but we must meet our own obligations promptly. We cannot do this unless our customers are equally prompt with us.

We have had no order from you for some time. We trust this is not due to any dissatisfaction with our goods or with our methods of doing business. If so, please call the matter to our attention and we will adjust it.

Hoping that you will appreciate the necessity for immediate remittance, we remain

Very truly yours,

_____.

Second "Follow-up" Letter

Mr. D. L. Torrey,
Hammond, Ind.

Dear Sir:

Your account with us is long since overdue. Requests for payment bring no response from you. Much as we regret the necessity, we are therefore obliged to resort to severe measures. Unless the account be paid by the 15th prox., we shall institute proceedings to recover through the courts.

Yours truly,

_____.

Requests for payment should not be written upon postal cards, as this renders the writer liable for damages. The U. S. postal laws make it a penal offense for one to place upon a postal card or envelope anything which shall injuriously reflect upon the character or conduct of another, and the courts have construed a "dun" to be of this nature. It is almost impossible to so word the "dun" that the writer does not render himself liable, and it is not well to take the risk.

EXERCISE EIGHTY-THREE

Answer these questions fully:

1. Why are dunning letters difficult to write?
2. To what causes may failure to pay an account be due?
3. What difference should the cause make to the creditor?
4. What is meant by a "follow-up" letter?
5. Why should a "dun" not be written on a postal card?

EXERCISE EIGHTY-FOUR

Explain:

1. Why in the first letter, page 110, there are commas after "account" and "$105.60."
2. In the second letter why there is a comma after "it."
3. Why there is an interrogation point after "due."
4. In the third letter, page 111, why there is a comma after "this." Why there is a comma after "customers."
5. In the next letter why there is a comma after "necessity."

**USE OF WORDS.—**

**Likely—liable.**

*Likely* means having reason to expect.

I am likely to go to-morrow.

*Liable* means exposed.

He is liable to fine or imprisonment.

**Character—reputation.**

*Character* is what one really is; *reputation* is what others think one to be.

He may be of good reputation, but I know his character is bad.

EXERCISE EIGHTY-FIVE

Fill the blanks:

1. One's companions ought to be of good ——.
2. Writing a "dun" upon a postal card makes one —— for damages.
3. Are you —— to accept that position?
4. Some one has said, "—— is what men think of us; —— is what God knows us to be."
5. From the appearance of the clouds, it is —— to rain to-night.

6. He has a —— for honesty and upright dealing.
7. Because of heart trouble, he is —— to sudden fainting spells.
8. No one can rob me of my ——, but my —— is at the mercy of the lowest.
9. If a man would succeed in business, he must build up a —— for honesty and industry.
10. A "dun" upon a postal card is regarded by law as reflecting upon one's ——. It injures his ——.

EXERCISE EIGHTY-SIX

Write synonyms for:

| | | |
|---|---|---|
| financial | patronage | ascertain |
| defraud | extend | oblige |
| delinquent | obvious | separate |
| due | retain | forego |
| screen | interval | transpose |
| inspire | fragile | nourish |
| foundation | copy | pastime |
| courage | magnify | owner |
| further | gather | merry |

Use each synonym in a sentence.

## CHAPTER XXXVIII

### VERBS—Continued

**Mode.—**

He was ready.

If he were ready, we would start.

Be ready.

He can be ready by four o'clock.

By means of the verbs and verb-phrases, as seen in the above, various meanings are conveyed.

*He was ready* states a fact.

*If he were ready* (but he is not) makes a supposition contrary to fact.

*Be ready* makes a command.

*He can be ready* expresses power or ability.

That property of the verb which indicates different modes or manners, of expression is called *Mode.* There are in English four modes:

The *Indicative,* which declares a fact.

The *Subjunctive,* which expresses

1. What is uncertain and to be decided in the future:
   If it *rain* to-morrow, we shall not go.
2. Supposition contrary to fact:
   If he *were* here, I should feel safe.
3. A wish:
   I wish I *were* there.

The *Potential,* which expresses

1. Power:
   I *can get* my lessons.
2. Permission or possibility:
   He *may go* to-morrow.
3. Obligation:
   You *must do* your work.
   He *should do* his duty before all else.

The *Imperative,* which expresses

1. Command:
   *Be* still.
2. Entreaty or request:
   *Be* honest.

It must be borne in mind that mode as an inflection scarcely exists in English. All the varying shades of meaning expressed by the verb depend almost entirely upon the auxiliaries.

**Tense.—**

She writes excellent letters.
He wrote a letter yesterday.
I shall write to him to-morrow.
Heat expands iron.
He will go soon.
They walked a mile.

There are three divisions of time—present, past and future.

Name the verbs in the above that express *present* time. Those that express *past* time. *Future* time.

She has gone to town.
He had written the letter.
She will have gone by that time.

Which one of these verbs expresses the state of the act *now?* Which shows the state of the act at some *past* time? Which at some *future* time?

That property of the verb by which is shown the time of an act or the state of the act at the time mentioned is called *Tense.*

There are three tenses that show the *time* of an act—the *Present,* the *Past* and the *Future.*

There are three tenses that show the *state* of an act—the *Present Perfect,* the *Past Perfect* and the *Future Perfect.*

**Meanings of the Tenses.**—The meanings of the tenses are shown by their names:

Present—*present* time.
Past—*past* time.
Future—*future* time.

Present Perfect—*completed* at the *present* time.
Past Perfect—*completed* at some *past* time.
Future Perfect—*completed* at some *future* time.

## EXERCISE EIGHTY-SEVEN

Determine the voice, mode and tense of each verb in the introductory paragraphs of Chapter XXXVII, pages 109 and 110.

To determine the *voice* of a verb, ask yourself:

Is the subject acting or acted upon?

To determine the *mode* of a verb, ask yourself:

(1) Does the verb express the declaration of a fact?
(2) Does it express what is uncertain, a supposition contrary to fact, or a wish?
(3) Does it express power, permission or possibility, or obligation?
(4) Does it express command or entreaty?

To determine the *tense* of a verb, ask yourself:

(1) Does it express present time, past time or future time?
(2) Does it express the state of the act now, at some past time or at some future time?

## CHAPTER XXXIX

### LETTER DRILL

#### EXERCISE EIGHTY-EIGHT

*Use your own language.*

1. Write a letter to one of your classmates requesting the payment at an early date of $1.25 due you. This has been standing some time. (Do not forget that a proper self-respect and consideration for others require that your letter should be courteous.)

2. You owe Mannheimer Bros., St. Paul, Minn., $110. Owing to a heavy loss from a recent bank failure, you find yourself unable to pay their account at present. Write them asking for more time.

3. Write Mannheimer Bros.' reply, making it favorable or unfavorable as you choose.

4. Messrs. Porter & Ely, Columbus, Ohio, owe the National Plow Co., Moline, Ill., a bill of $250, which has been running six months. The National Plow Co. have written requesting payment, but have received no reply. Write their "follow-up" letter. (Remember that the National Plow Co. wish to retain Porter & Ely's trade.)

5. Write a second "follow-up" letter threatening severe measures in case of non-payment at an early date.

Make a list of the active verb forms you have used.

Make a list of the passive verb forms you have used.

How many of your verbs are in the indicative mode? Subjunctive? Imperative? Potential?

Give the tense of each verb.

## CHAPTER XL

### VERBS—Continued

**Person and Number.**—If one wishes to use the English language correctly, he must give careful attention to the agreement of a verb with its subject in person and number. It might seem in a language so little inflected as the English, there would be chance for few errors in this particular. It is true that the number of errors arising from the failure to make the verb agree with its subject in person and number is not so large, but the few that there are seem very persistent, especially in speech. Many who habitually say "you *was*," "there's a great many," "each of the girls *were*," and the like, would write "you *were*," "there *are* a great many," "each of the girls *was*," and so forth, but it is never safe to assume that one who habitually uses wrong forms in speech will not repeat those errors in writing.

The verb *be* presents the greatest opportunity for errors in this regard. For this reason, its forms should be so thoroughly learned by the student and drilled upon so persistently that likelihood of error is reduced to a minimum.

The orderly arrangement of all the forms of a verb which show its different properties is called its *Conjugation.*

**Conjugation of the Verb "Be."**—Principal parts: Pres., be or am; Past, was; Perf. Part., been.

INDICATIVE MODE

PRESENT TENSE

| | SINGULAR | PLURAL |
|---|---|---|
| *First Person.* | I am | We are |
| *Second Person.* | You are | You are |
| *Third Person.* | He, she, *or* it is | They are |

PRESENT PERFECT TENSE

| | | |
|---|---|---|
| *First Person.* | I have been | We have been |
| *Second Person.* | You have been | You have been |
| *Third Person.* | He has been | They have been |

PAST TENSE

| | | |
|---|---|---|
| *First Person.* | I was | We were |
| *Second Person.* | You were | You were |
| *Third Person.* | He was | They were |

PAST PERFECT TENSE

| | | |
|---|---|---|
| *First Person.* | I had been | We had been |
| *Second Person.* | You had been | You had been |
| *Third Person.* | He had been | They had been |

FUTURE TENSE

| | | |
|---|---|---|
| *First Person.* | I shall be | We shall be |
| *Second Person.* | You will be | You will be |
| *Third Person.* | He will be | They will be |

FUTURE PERFECT TENSE

| | | |
|---|---|---|
| *First Person.* | I shall have been | We shall have been |
| *Second Person.* | You will have been | You will have been |
| *Third Person.* | He will have been | They will have been |

## SUBJUNCTIVE MODE

PRESENT TENSE

| | SINGULAR | PLURAL |
|---|---|---|
| *First Person.* | (If) I be | (If) we be |
| *Second Person.* | (If) you be | (If) you be |
| *Third Person.* | (If) he be | (If) they be |

PRESENT PERFECT TENSE

| | | |
|---|---|---|
| *First Person.* | (If) I have been | (If) we have been |
| *Second Person.* | (If) you have been | (If) you have been |
| *Third Person.* | (If) he have been | (If) they have been |

PAST TENSE

| | | |
|---|---|---|
| *First Person.* | (If) I were | (If) we were |
| *Second Person.* | (If) you were | (If) you were |
| *Third Person.* | (If) he were | (If) they were |

PAST PERFECT TENSE

| | | |
|---|---|---|
| *First Person.* | (If) I had been | (If) we had been |
| *Second Person.* | (If) you had been | (If) you had been |
| *Third Person.* | (If) he had been | (If) they had been |

### POTENTIAL MODE

#### Present Tense

| | SINGULAR | PLURAL |
|---|---|---|
| *First Person.* | I may, can, must, *or* will be | We may, can, must, *or* will be |
| *Second Person.* | You may, can, must, *or* shall be | You may, can, must, *or* shall be |
| *Third Person.* | He may, can, must, *or* shall be | They may, can, must, *or* shall be |

#### Past Tense

| | | |
|---|---|---|
| *First Person.* | I might, could, would, *or* should be, etc. | We might, could, would, *or* should be, etc. |

#### Present Perfect Tense

| | | |
|---|---|---|
| *First Person.* | I may, can, must, *or* will have been | We may, can, must, *or* will have been |
| *Second Person.* | You may, can, must, *or* shall have been | You may, can, must, *or* shall have been |
| *Third Person.* | He may, can, must, *or* shall have been | They may, can, must, *or* shall have been |

#### Past Perfect Tense

| | | |
|---|---|---|
| *First Person.* | I might, could, would, *or* should have been, etc. | We might, could, would, *or* should have been, etc. |

### IMPERATIVE MODE

#### Present Tense

| SINGULAR | PLURAL |
|---|---|
| Be *or* be thou | Be *or* be ye |

**Cautions about the Person and Number of a Verb.—**

1. *You* always requires a *plural* form after it:
   You *were* chosen.
2. When two or more subjects are joined by *and*, the *plural* form of the verb is required:
   You and I *are* invited.
3. When two subjects are joined by *or* or *nor*, the verb agrees with its last subject:
   You or I *am* going.
   Neither you nor he *is* invited.

4. *Doesn't* is a contraction of *does not*, third person, singular number, hence this form (and not *don't*) should be used with a subject of that person and number:

   He *doesn't* like that clerk.

   Mr. Joven *doesn't* want you to go.

5. When a singular subject is followed by a phrase having a plural noun as its chief word, care must be taken to make the verb *singular:*

   Neither of the statements *was* correct (agreeing with the subject *neither*).

   Each of the examples *is* wrong (agreeing with its subject *each*).

ORAL DRILL CHART

It doesn't
You were
She doesn't
Each of them was
That man doesn't
Neither of them is
You or he is
He doesn't
He or I have
You or he has
He nor you have
We or he has
Either she or I am

EXERCISE EIGHTY-NINE

Choose the correct form and give reason:

1. My scissors (need, needs) repairing.
2. Either of these applicants (seems, seem) satisfactory.
3. There (is, are) a few in that case.
4. The meaning of these phrases (is, are) clear.
5. Each of the clerks (has, have) two account books.
6. There (has, have) been many applicants for the position.
7. (Was, were) you at the ball game yesterday?

## CHAPTER XLI

### REMITTANCES

**How Made.**—In modern times, bills due at a distance are paid by other means than the sending of the actual money. Personal checks, drafts, postal money orders and express money orders form the staple means of settling accounts.

These different forms, with the exception of the postal money order, are given below in order that the student may become familiar with them.

CHECK

W. E. Kennedy, COMMISSION MERCHANT.

No. 402 CHICAGO, July 24, 1906

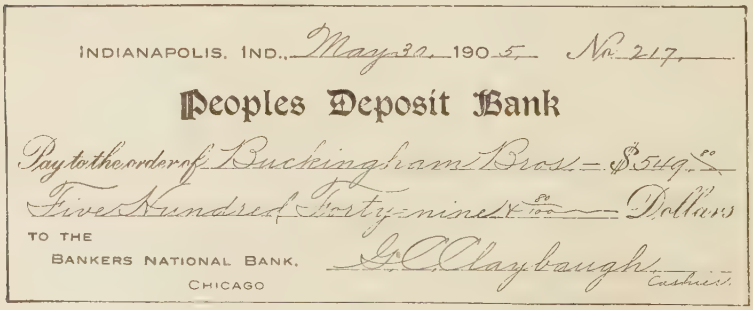
UNION TRUST COMPANY
TRIBUNE BUILDING

PAY TO THE ORDER OF Howard F. Gilbert

Twenty 75/100 DOLLARS

$20.75 W. E. Kennedy

DRAFT


INDIANAPOLIS, IND., May 30, 1905 No. 217

Peoples Deposit Bank

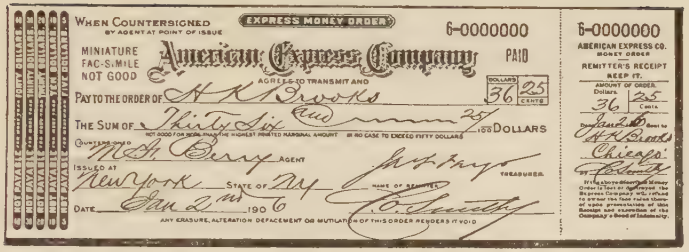
Pay to the order of Buckingham Bros — $549.50

Five Hundred Forty-nine 50/100 Dollars

TO THE
BANKERS NATIONAL BANK,
CHICAGO

G. C. Claybaugh Cashier.

EXPRESS ORDER


WHEN COUNTERSIGNED BY AGENT AT POINT OF ISSUE
EXPRESS MONEY ORDER
6-0000000
MINIATURE FAC-SIMILE NOT GOOD
American Express Company
PAID
AGREES TO TRANSMIT AND
DOLLARS 36 CENTS 25
PAY TO THE ORDER OF A. K. Brooks
THE SUM OF Thirty Six and 25/100 DOLLARS
NOT GOOD FOR MORE THAN THE HIGHEST PRINTED MARGINAL AMOUNT — IN NO CASE TO EXCEED FIFTY DOLLARS
COUNTERSIGNED M. H. Barry AGENT
ISSUED AT New York STATE OF N.Y.
DATE Jan 2nd 1906
NAME OF REMITTER C. Smith
TREASURER
ANY ERASURE, ALTERATION DEFACEMENT OR MUTILATION OF THIS ORDER RENDERS IT VOID
6-0000000
AMERICAN EXPRESS CO.
MONEY ORDER
REMITTER'S RECEIPT
KEEP IT.
AMOUNT OF ORDER
Dollars 36 Cents 25
Payable to A. K. Brooks
Chicago
Ill.
C. Smith

**Limitations on the Use of Above Forms.**—A personal check should not be used to pay an account in another city unless the sender knows that the check will be cashed by any bank of that city without discount. Otherwise he makes his creditor pay the expense of the remittance. Custom lays this burden upon the debtor.

A single money order can not be purchased at the post-office for a sum greater than $100. The money order shows the amount remitted, but it does not give the remitter a receipt from the receiver. The receipt which he gets from the post-office is for identification and reimbursement in case the order is lost.

The express order, as may be seen, has the name of the remitter upon its face and the name of the receiver endorsed upon it. It is thus a complete receipt, but as it remains in the hands of the express company, it is valueless to the sender as a receipt.

The draft, *if drawn payable to the order of the remitter*, who endorses it payable to the creditor, is available to the remitter as a receipt after being endorsed by the receiver and returned to the issuing bank.

**How Made Payable to Another.**—If a check or draft is made payable to

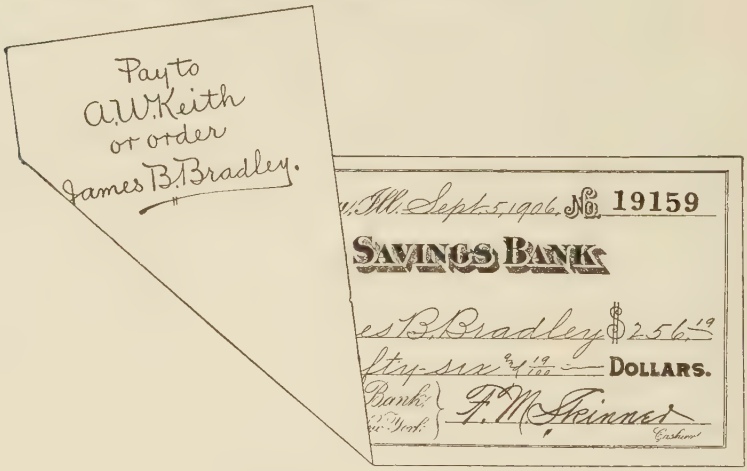
James B. Bradley or Bearer,

any one holding it can collect the amount called for.

If it is made payable to

James B. Bradley or Order,

Mr. Bradley can make it payable to any one he chooses by writing a proper endorsement across one end of the back. Always endorse on the back of the left-hand end.




If it is made payable to

James B. Bradley,

no one but Mr. Bradley can get it cashed.

It is not wise to send a check or draft made payable to bearer, for then, in case it is lost, any dishonest person into whose hands it may fall can collect it. The best way in buying a draft is to have it made payable to yourself or Order, and then endorse it on the back.

Money may be sent by registered letter, but as the receipt sent the remitter does not mention the amount enclosed, and in case the money is lost, the government will reimburse only to the amount of twenty-five dollars, it is not a very satisfactory way of sending large sums.

It may seem needless to say that money should not be sent loose in a letter, but the evidence of large amounts so sent and in very carelessly directed letters is so conclusive that the caution is needed.

As the necessity for familiarity with these forms of business papers is a matter of almost daily experience, the student should

fill out these forms until he can do so accurately and without hesitation.

### EXERCISE NINETY

Let the class be divided into two sections. Let each member in Section 1 draw the name of one in Section 2.

#### First Day

Each of the two in the pairs thus formed write to the other:

1. A letter stating that he is about to start in business and asking for credit, giving references.
2. A letter ordering some goods needed in that business.
3. A letter complaining of the non-arrival of the goods.
4. A letter complaining of the condition of some of the goods when received.
5. A letter enclosing payment, dated at the time of the expiration of credit. Enclose draft.

#### Second Day

After the letters have been received as directed above, have each one write:

1. A letter to one of the references named.
2. A letter granting the credit asked.
3. A letter answering complaint about the non-arrival of the goods.
4. A letter concerning complaint about the condition of the goods, and enclosing invoice.
5. An acknowledgment of the receipt of payment.

## CHAPTER XLII

### VERBS—Continued

### Conjugation of the Irregular Transitive Verb "Take."—

INDICATIVE MODE

PRESENT TENSE

**Active**

| | SINGULAR | PLURAL |
|---|---|---|
| *First Person.* | I take | We take |
| *Second Person.* | You take (thou takest) | You (ye) take |
| *Third Person.* | He takes (taketh) | They take |

**Passive**

| | | |
|---|---|---|
| *First Person.* | I am taken | We are taken |
| *Second Person.* | You are (thou art) taken | You (ye) are taken |
| *Third Person.* | He is taken | They are taken |

PRESENT PERFECT TENSE

**Active**

| | | |
|---|---|---|
| *First Person.* | I have taken | We have taken |
| *Second Person.* | You have (thou hast) taken | You (ye) have taken |
| *Third Person.* | He has (hath) taken | They have taken |

**Passive**

| | | |
|---|---|---|
| *First Person.* | I have been taken | We have been taken |
| *Second Person.* | You have (thou hast) been taken | You (ye) have been taken |
| *Third Person.* | He has (hath) been taken | They have been taken |

PAST TENSE

**Active**

| | | |
|---|---|---|
| *First Person.* | I took | We took |
| *Second Person.* | You took (thou tookest) | You (ye) took |
| *Third Person.* | He took | They took |

**Passive**

| | | |
|---|---|---|
| *First Person.* | I was taken | We were taken |
| *Second Person.* | You were (thou wast) taken | You (ye) were taken |
| *Third Person.* | He was taken | They were taken |

### Past Perfect Tense

**Active**

| | SINGULAR | PLURAL |
|---|---|---|
| *First Pesron.* | I had taken | We had taken |
| *Second Person.* | You had (thou hadst) taken | You (ye) had taken |
| *Third Person.* | He had taken | They had taken |

**Passive**

| | | |
|---|---|---|
| *First Person.* | I had been taken | We had been taken |
| *Second Person.* | You had (thou hadst) been taken | You (ye) had been taken |
| *Third Person.* | He had been taken | They had been taken |

### Future Tense

**Active**

| | | |
|---|---|---|
| *First Person.* | I shall take | We shall take |
| *Second Person.* | You will (thou wilt) take | You (ye) will take |
| *Third Person.* | He will take | They will take |

**Passive**

| | | |
|---|---|---|
| *First Person.* | I shall be taken | We shall be taken |
| *Second Person.* | You will (thou wilt) be taken | You (ye) will be taken |
| *Third Person.* | He will be taken | They will be taken |

### Future Perfect Tense

**Active**

| | | |
|---|---|---|
| *First Person.* | I shall have taken | We shall have taken |
| *Second Person.* | You will (thou wilt) have taken | You (ye) will have taken |
| *Third Person.* | He will have taken | They will have taken |

**Passive**

| | | |
|---|---|---|
| *First Person.* | I shall have been taken | We shall have been taken |
| *Second Person.* | You will (thou wilt) have been taken | You (ye) will have been taken |
| *Third Person.* | He will have been taken | They will have been taken |

## SUBJUNCTIVE MODE

### Present Tense

**Active**

| | SINGULAR | PLURAL |
|---|---|---|
| *First Person.* | (If) I take | (If) we take |
| *Second Person.* | (If) you (thou) take | (If) you (ye) take |
| *Third Person.* | (If) he take | (If) they take |

**Passive**

| | | |
|---|---|---|
| *First Person.* | (If) I be taken | (If) we be taken |
| *Second Person.* | (If) you (thou) be taken | (If) you (ye) be taken |
| *Third Person.* | (If) he be taken | (If) they be taken |

PRESENT PERFECT TENSE

**Active**

| | | |
|---|---|---|
| *First Person.* | (If) I have taken | (If) we have taken |
| *Second Person.* | (If) you (thou) have taken | (If) you (ye) have taken |
| *Third Person.* | (If) he have taken | (If) they have taken |

**Passive**

| | | |
|---|---|---|
| *First Person.* | (If) I have been taken | (If) we have been taken |
| *Second Person.* | (If) you (thou) have been taken | (If) you (ye) have been taken |
| *Third Person.* | (If) he have been taken | (If) they have been taken |

PAST TENSE

**Active**

| | | |
|---|---|---|
| *First Person.* | (If) I took | (If) we took |
| *Second Person.* | (If) you (thou) took | (If) you (ye) took |
| *Third Person.* | (If) he took | (If) they took |

**Passive**

| | | |
|---|---|---|
| *First Person.* | (If) I were taken | (If) we were taken |
| *Second Person.* | (If) you (thou) were taken | (If) you (ye) were taken |
| *Third Person.* | (If) he were taken | (If) they were taken |

PAST PERFECT TENSE

**Active**

| | SINGULAR | PLURAL |
|---|---|---|
| *First Person.* | (If) I had taken | (If) we had taken |
| *Second Person.* | (If) you (thou) had taken | (If) you (ye) had taken |
| *Third Person.* | (If) he had taken | (If) they had taken |

**Passive**

| | | |
|---|---|---|
| *First Person.* | (If) I had been taken | (If) we had been taken |
| *Second Person.* | (If) you (thou) had been taken | (If) you (ye) had been taken |
| *Third Person.* | (If) he had been taken | (If) they had been taken |

## POTENTIAL MODE

### Present Tense

**Active**

| | | |
|---|---|---|
| *First Person.* | I may, can, must, *or* will take | We may, can, must, *or* will take |
| *Second Person.* | You may, can, must, *or* shall (thou mayst, canst, must, *or* shalt) take | You (ye) may, can, must, *or* shall take |
| *Third Person.* | He may, can, must, *or* shall take | They may, can, must, *or* shall take |

**Passive**

| | | |
|---|---|---|
| *First Person.* | I may, can, must, *or* will be taken | We may, can, must, *or* will be taken |
| *Second Person.* | You may, can, must, *or* shall (thou mayst, canst, must, *or* shalt) be taken | You (ye) may, can, must, *or* shall be taken |
| *Third Person.* | He may, can, must, *or* shall be taken | They may, can, must, *or* shall be taken |

### Present Perfect Tense

**Active**

| | | |
|---|---|---|
| *First Person.* | I may, can, must, *or* will have taken | We may, can, must, *or* will have taken |
| *Second Person.* | You may, can, must, *or* shall (thou mayst, canst, must, *or* shalt) have taken | You (ye) may, can, must, *or* shall have taken |
| *Third Person.* | He may, can, must, *or* shall have taken | They may, can, must, *or* shall have taken |

**Passive**

| | | |
|---|---|---|
| *First Person.* | I may, can, must, *or* will have been taken | We may, can, must, *or* will have been taken |
| *Second Person.* | You may, can, must, *or* shall (thou mayst, canst, must, *or* shalt) have been taken | You (ye) may, can, must, *or* shall have been taken |
| *Third Person.* | He may, can, must, *or* shall have been taken | They may, can, must, *or* shall have been taken |

### Past Tense

**Active**

| | | |
|---|---|---|
| *First Person.* | I might, could, would, *or* should take | We might, could, would, *or* should take |
| *Second Person.* | You might, could, would, *or* should (thou mightst, couldst, wouldst, *or* shouldst) take | You (ye) might, could, would, *or* should take |
| *Third Person.* | He might, could, would, *or* should take | They might, could, would, *or* should take |

**Passive**

| | | |
|---|---|---|
| *First Person.* | I might, could, would, *or* should be taken | We might, could, would, *or* should be taken |
| *Second Person.* | You might, could, would, *or* should (thou mightst, couldst, wouldst, *or* shouldst) be taken | You (ye) might, could, would, *or* should be taken |
| *Third Person.* | He might, could would, *or* should be taken | They might, could, would, *or* should be taken |

### Past Perfect Tense

**Active**

| | | |
|---|---|---|
| *First Person.* | I might, could, would, *or* should have taken | We might, could, would, *or* should have taken |
| *Second Person.* | You might, could, would, *or* should (thou mightst, couldst, wouldst, *or* shouldst) have taken | You (ye) might, could, would, *or* should have taken |
| *Third Person.* | He might, could, would, *or* should have taken | They might, could, would, *or* should have taken |

**Passive**

| | | |
|---|---|---|
| *First Person.* | I might, could, would, *or* should have been taken | We might, could, would, *or* should have been taken |
| *Second Person.* | You might, could, would, *or* should (thou mightst, couldst, wouldst, *or* shouldst) have been taken | You (ye) might, could, would, *or* should have been taken |

| | | |
|---|---|---|
| *Third Person.* | He might, could, would, *or* should have been taken | They might, could, would, *or* should have been taken |

IMPERATIVE MODE

| Active | Passive |
|---|---|
| Take | Be taken |

A *Synopsis* of a verb is a shortened form of the conjugation, giving all the modes and tenses of the verb in a single person and number.

**Progressive and Emphatic Forms.**—Sometimes it is desired to express an action as in progress now, at some past time or at some future time; as,

I am writing.
I was writing.
I shall be writing.

These are called *Progressive* forms. They consist of the various forms of the verb *be* with the present participle of the verb.

Again, it may be necessary to give emphasis to the action of the verb; as,

I do study.
He did write it.

These are used in the present and the past tenses only. They are formed by using the present *do* and the past *did* as auxiliaries with the present form of the verb.

These forms are common in the interrogative sentence:

Does he study?

also in negative statements:

I did not study.

EXERCISE NINETY-ONE

Write a synopsis of the verb *give* in the third person, singular number.

EXERCISE NINETY-TWO

Change these to progressive verb-phrases:

Gives[1]—has given[2]—went[3]—may sit[4]—lay (past)[5]—may have gone[6]—sat[7]—had raised[8]—rang[9]—goes.[10]

## EXERCISE NINETY-THREE

Change the following to interrogative, negative and emphatic forms:

*Ex.*—We run. Do we run? We do not run. We do run.

1. They ride.
2. Columbus discovered America.
3. The scheme worked well.
4. Age brings gray hairs.
5. Their visit ended last week.
6. He had a brave spirit.
7. He tries hard.
8. We like to study.
9. Congress enacted a new law.
10. She sings well.

In the second letter to Mr. Torrey, page 110, note how variety of expression is secured by the use of the auxiliary *did* in the clause, "did our position warrant it." Change the clause so as not to use *did*.

In the next letter, why use the auxiliary *do* in the second sentence of the second paragraph? How would it read if the *do* were not used?

## CHAPTER XLIII

## LETTERS OF APPLICATION

Because so much depends upon it, there is no letter that causes the young writer more anxiety than the one making application for some position. The letter should reveal somewhat the personality of the writer and yet not obtrusively so, or it will spell failure for the applicant. The writer must not seem conceited in stating his qualifications, neither must he be over-modest. If he strike a happy medium in this respect, and the letter be well and neatly written, correctly spelled and punctuated, well phrased and free from grammatical errors, he may at least be sure of respectful consideration, and, other things being equal, stands a fair chance of success.

As has been said before, no set form to be slavishly followed can be given for this or for any other class of letters. The illustrations are intended to be suggestive merely.

Perhaps it will aid the student somewhat in writing such a letter if he imagine these questions in the mind of his prospective employer on receipt of the letter:

What does he want? (Purpose of the letter.)

In what particulars does he think himself fitted for the position? (Qualifications.)

What do other people think of him? (References.)

Having these questions in mind and answering them carefully, the student will meet the general requirements of a letter of application.

Employers usually like to know the age of the applicant, his education and experience in their particular business. There are other qualifications, however, that sometimes offset a lack in one of the above particulars. For instance, an applicant may be young for the position, but may have some special qualification, some special aptitude, that will offset his youth and lack of experience. Of course this should be mentioned, as it is only fair to himself that he should say the best of himself.

If he have letters of recommendation, instead of mentioning names as references, he should enclose copies of these letters, not the originals, and mark each "Copy." Before the signature of such a copy, he should put the word "signed" in parenthesis, thus,

(Signed) Chas. A. Carpenter.

The illustrative letter, page 12, will serve as a general suggestion for a letter of application.

EXERCISE NINETY-FOUR

Answer the following advertisements, being careful to use your own language:

1. WANTED—Salesmen to sell our fine groceries, teas and coffee direct to consumers; satisfaction guaranteed in all cases; profitable, desirable; exclusive territory; no capital necessary to establish a permanent business; headquarters for carload men; estab. 1872. Loverin & Browne Co., Wholesale Grocers, 1713 State St., Chicago.

2. WANTED—5 young men on or before Nov. 1 in our offices, to learn telegraphing on our lines; pay $75 to $150 monthly. Union Electric Telegraph Co., 88 and 90 La Salle St., Room 32.

WANTED—3 young ladies on or before Nov. 1, in our offices, to learn telegraphing on our lines; pay $50 to $150 monthly. Union Electric Telegraph Co., 88 and 90 La Salle St., Room 32.

3. WANTED—Cash boys. Apply C. D. Peacock, State and Adams Sts.

4. WANTED—Ladies to learn hair dressing, manicuring, facial massage, chiropody, or electrolysis. Graduates earn $12 to $20 weekly. Few weeks completes. Our scholarship provides for instructions, demonstrations, examinations, diplomas, positions or locations. Little expense. Call or write for particulars. Moler College, 435 Wabash Av.

WANTED—Young men to learn railroad work; good pay. R. 52, 95 Washington St.

5. WANTED—Traveling salesman on commission to carry three samples of men's shoes, to sell at $1.35; ready sellers everywhere; state territory, experience, reference, etc. All Leather Shoe Factory, Baltimore, Md.

**USE OF WORDS.—**

**Obtrusive—intrusive.**

To *obtrude* is to force one's self, remarks or opinions upon persons with whom one has not such intimacy as to warrant it.

To *intrude* is to thrust one's self into a place or society uninvited.

The words *obtrusive* and *intrusive* have the same distinction of meaning.

The applicant should not be too obtrusive in writing of his qualifications.

I hope you will not consider my call intrusive.

**Prospective—perspective.**

*Prospective* means respecting or relating to the future.

He received a letter from his prospective employer.

*Perspective* means a view, or vista.

His perspective was somewhat obscured.

EXERCISE NINETY-FIVE

Use each of these four words correctly in two sentences.

## CHAPTER XLIV

### VERBS—Continued

**Auxiliaries.**—The auxiliaries, playing, as they do, so large a part in building up the verb-phrases, are the source of many errors in speech. It is no uncommon thing to hear otherwise well-educated persons use *shall* and *will*, *should* and *would* incorrectly, even though they never misuse *may* and *can*.

There is but one way to build up a habit of correct usage, and that is by *intelligent self-activity* in the correction of errors. To this end the student is urged to study carefully to see wherein the error lies, to familiarize himself with the correct forms, to do the exercises carefully, and, above all, *to watch his own speech and writing*. He will make little or no progress if, during his study period, he write, "May I go?" and then says, "Can I do this?" or "Can I do that?" several times a day.

*Use of Shall and Will.*—

I *shall* go means simple future time.

I *will* go means I promise or am determined to go.

You *shall* go—He *shall* go mean promise or determination on the part of the speaker.

You *will* go—He *will* go mean simple future time.

An examination of these forms shows that *shall* with the first person expresses the same meaning that *will* does with the second and the third, and *will* with the first is the same as *shall* with the second and the third.

*Should* and *would* are past forms having the same meanings as *shall* and *will*, except that in a subordinate clause showing condition *should* is used with all persons:

If you should be called away and he should be sick, what should I do?

*Should* also expresses obligation with the second and third persons:

You should go (You ought to go).

In asking questions, *shall* is always used with the first person:

Shall I send this draft to-day?

With the second and the third person, the same auxiliary is used as would be correctly used in the answer:

Shall you go? (Is it your intention to go?)
Will you go? (Will you promise to go?)

EXERCISE NINETY-SIX

Fill the blanks with *shall, will, should* or *would,* in each case giving the meaning of the completed verb-phrase:

1. I —— try to get a position next year.
2. My friends —— help me.
3. Nothing —— stand in my way.
4. He said that he —— go.
5. You —— go with me.
6. —— you expect him to do this work accurately?
7. —— he advertise his business well?
8. A good salesman —— be courteous and attentive.
9. —— you write that letter to-morrow?
10. I feared that I —— lose my position.
11. Our Mr. Banks —— call on you about Oct. 11, and we —— be glad if you —— reserve your order for him.
12. I —— be pleased if you —— call.
13. —— he sell at that price?
14. If I do not study diligently, I —— grow up ignorant.
15. —— he have returned by four o'clock?
16. He —— know better than to make such a bargain.
17. —— you think him capable of carrying on the business?
18. I —— advertise more if I were you.
19. If he —— resign his position and you —— be appointed, I —— be pleased.
20. You —— learn to write well if you wish to secure a good position as bookkeeper.

EXERCISE NINETY-SEVEN

Write ten sentences using *shall, will, should* and *would* correctly.

A drowning Frenchman shouted, "I will drown; nobody shall help me!" Wherein was he wrong?

## CHAPTER XLV

## LETTERS OF RECOMMENDATION AND INTRODUCTION

One of the many friendly offices which we are called upon to perform for our acquaintances and friends is the writing of letters of recommendation for them. These are not always easy to write, for, in a measure, the writer thus makes himself responsible for the one recommended. The important characteristic of such a letter should be truthfulness. Sometimes one says more than his judgment justifies because he dislikes not to do all he can to aid his friend in obtaining a position, but such a letter is a mistaken kindness. If one say what he believes to be true, no more and no less, then the one recommended does not "sail under false colors," and no one will be deceived. If the one asking for a letter of recommendation would request that it be sent to the person whose service he wishes to enter and not to himself, the writer would then be left free to tell the truth, favorable or otherwise, without embarrassment.

When not addressed to any one in particular, the salutation of a letter of recommendation should be, "To Whom It May Concern," in which case no complimentary close is required.

To Whom It May Concern:

I take much pleasure in saying that I have known ———— since childhood, and have been especially familiar with her career as a teacher.

For ten years or more, she was the first assistant in the high school of this city, which position she filled with consummate ability. For a number of years she has occupied a leading position in the ———— Normal School.

Her ability as a teacher is of high order, whether considered from the standpoint of scholarship or the power to impart instruction.

I most gladly recommend her to the confidence and kindly regard of all with whom she may come in contact.

(Signature)

Messrs. J. B. Lippen & Co.,
Des Moines, Iowa.
Gentlemen:

Mr. George Herbert has been in our employ as bookkeeper for four years. We have found him accurate, reliable, faithful in the discharge of his duties and thoroughly alive to our interests.

We dislike to lose Mr. Herbert, but our business does not warrant our paying him what he is really worth.

We take pleasure in recommending him to you, for we feel sure that, should you employ him, you would secure a man who would render you efficient service.

Yours truly,
Gage & Johnson,
per Gage.

**Letters of Introduction.**—A letter of introduction, as its name implies, introduces the bearer to the one addressed. It does not necessarily contain nor imply a recommendation, but merely serves the purpose of introducing one's friend or acquaintance to another at a distance, thus giving opportunity for acquaintance which may be of mutual advantage.

As the letter of introduction is never mailed, it requires no stamp, and the envelope should not be sealed.

Office of the *Dry Goods Economist,*
New York City, Mar. 11, 1907.

Mr. Paul V. Duray,
Nashville, Tenn.
Dear Sir:

This will introduce to you Mr. William C. Crowns, who is about to become a resident of your city to engage in reportorial work on the Nashville *Herald.*

I have known Mr. Crowns favorably for many years, and I bespeak for him your kindly interest.

Very truly yours,
Eugene Pearson.

SUPERSCRIPTION

Mr. Paul V. Duray,
1267 Vine St.,
Nashville, Tenn.

Introducing Mr. Wm. C. Crowns.

## EXERCISE NINETY-EIGHT

*Use your own language.*

1. Arthur A. Howe, a clerk in your employ, is about to leave you because his family has moved to another city. Write a testimonial for him to use in seeking employment there. You have found him punctual, courteous and obliging to customers, and honest and accurate in his accounts.

2. Write to a prominent lawyer in your town stating that you have applied for a position as stenographer and bookkeeper in a lawyer's office in a neighboring town, and ask him to write a letter of recommendation for you.

3. Write this lawyer's letter mentioning your traits of character that you think qualify you for the position.

4. Write a testimonial for one of your classmates, after inquiring for what position he would like to be an applicant. (Be fair, honest and as helpful as possible to him.)

5. Write a letter of introduction for one of your classmates.

**USE OF WORDS.—**

**Consummate.**

Find a synonym for this word used as a modifier and also as a verb.

Use it correctly in both relations.

**Efficient—effective.**

*Effective* is applied to things; as, an effective remedy.

*Efficient* is applied to persons, meaning a competent, or capable person.

Use the two words correctly in sentences.

**Mutual—common.**

*Mutual* implies an interchange of the thing spoken of between the parties; as, mutual friendship.

*Common* is applied to that which belongs alike, or in common, to the parties concerned; as, common country, common friend.

Has Dickens used the word correctly in naming one of his novels "Our Mutual Friend?"

Use each of these two words in sentences.

## CHAPTER XLVI

### VERBS—Continued

**Auxiliaries.**—*Use of May and Can.*—

*May* implies permission:

She says that I may go.

Or possibility:

He may go if it be pleasant.

*Can* implies power or ability:

He can work if he chooses.

*Might* and *could*, their past forms, have the same meanings:

He might do so much if he would.

He could do it if he had time.

The most common error in the use of these auxiliaries lies in using *can* for *may* in asking or granting permission. It is no uncommon thing to hear, "You can have this one," "Can I go with him?" for "You *may* have this one," "*May* I go with him?"

As has been said so often in the preceding pages, the student must first know the correct use, then drill on it, but this will not fix the habit unless he learn to watch his own speech and writing. The criticism must ultimately come from within himself, and not from without—the teacher—or he will not reform his language except for class-room purposes.

ORAL DRILL CHART

**May I go?**
**You may take this book.**
**He might study harder.**
**He may get the position.**
**You may have to postpone it.**
**He could do more.**
**Can he work those problems?**
**May he go?**
**Can you do that task?**
**May we work together?**
**She might do more than she ought.**
**May she go with me?**

## EXERCISE NINETY-NINE

Determine the meaning you wish to express, then choose the correct form:

1. I (may, can) go if I wish.
2. She says that you (may, can) go.
3. A man (may, can) hope to succeed only by diligent attention to business.
4. That man (might, could) have had a fine position had he been honest.
5. (Might, could) he do this, he would.
6. (Can, may) he attend to this at once?
7. You (might, could) send the goods at once and send the bill later.
8. (May, can) I have a credit of 60 days?
9. (Can, may) you grant me 60 days' credit?
10. Why do you not wait for him to ask if he (may, can) go?

## EXERCISE ONE HUNDRED

Write ten sentences using *may, can, might* and *could* correctly.

## CHAPTER XLVII

## CIRCULAR LETTERS

We have already spoken of the fact that many business houses have blank forms for invoices, statements, acknowledgments of orders and remittances received, etc. Many firms also have blank "form" letters for complaints rectified, claims adjusted, and the like.

In addition to these, most firms find it necessary, or at least desirable, to send out, periodically or occasionally, what are known as circular letters. The use of circulars letters as an advertising medium has been so abused that most people are inclined to consign them to the waste-paper basket without reading. Such being the case, a circular letter, if it accomplish its purpose, ought to be the best letter the house can send out, its composition receiving the most careful thought and consideration.

Circular letters announcing dissolution of partnership, consolidation of two or more firms, removal to new quarters and the like are easy to write, but if any of these changes necessitate a change of policy in the conduct of the business, care will be necessary in the preparation of the letter in order that the customers shall see the wisdom of the new policy and remain customers.

Circular letters soliciting trade, making special offers, introducing some new article on the market, are the most difficult to write. Many firms are careful to get out such a letter in a form that looks like a personal type-written letter.

**Specimen Circular Letters.—**

HARPER & BROTHERS
PUBLISHERS
NEW YORK AND LONDON

Franklin Square, New York City,
Oct. 5, 1905.

Dear Sir:

We are glad to be able to make this unusual offer *only* to a limited number.

We have on hand 81 sets of Thomas Hardy's most famous novels. Hardy will be read as long as the English language endures.

There are three books altogether in the set, nicely bound alike in green cloth with black-and-gold stamping, each volume nearly 500 pages, printed clearly on fine paper from new type. Each would serve as a splendid present. The titles are: "Tess," "The Well-Beloved" and "The Woodlanders."

Now, because we have only a few sets left in this binding, and because we want to dispose of them at once, we offer these three volumes, with a year's subscription to *Harper's Magazine* or *Harper's Weekly*, for $5.00. This makes the three books cost you only $1.00.

The three books cost ordinarily.....$4.50
*Harper's Magazine* for a year..... 4.00
Total $8.50

Our price for all, only $5.00

We will send the three volumes and *Harper's Magazine* (or *Harper's Weekly*), all charges prepaid, on receipt of $1.00. If the books please you, send us $1.00 a month for the next four months. If you do not like the books send them back at our expense and we will return you the $1.00.

This offer is good for only two weeks—or less if the sets do not last. Is it a bargain?

Yours very truly,
Harper & Brothers.

H. L. GRAVES & CO.

MERCHANDISE BROKERS

Main Office: Brooks Building

Rochester, N. Y., Sept. 12, 1905.

H. M. Beemer,
Davenport, Iowa.

Dear Sir:

We have a proposition to make you: WOULD ONE HUNDRED CENTS ON THE DOLLAR, CASH, induce you to sell out your business? If so, write us at once. Let us make a sale of your stock. We can sell ten thousand dollars ($10,000) worth of your stock in one week. Get our plans, methods and proofs. The information costs you nothing.

We have established a business of this nature and the aim is to take dead stores and dead firms and resurrect them. This we are able to do by our quick methods of getting up big

sales which will bring crowds of people to your store; nor do our methods injure you, but, on the contrary, our sales have a stimulating effect; we have some brand new ideas in the way of sales; if your business is slow, let us make you a sale; we have gotten up more sales than any other men in America, and are the originators of this line of business. If you have a sale in mind, it would be well for you to look us up now; we must know some time ahead in order to take care of you.

Write for our references; they extend from coast to coast; they are merchants for whom we have made sales, also leading newspapers, and banks with whom we have done business; and REFERENCES are what any man, contemplating a sale or the disposing of his stock, should consider, as it is absolutely necessary for you to know with whom you are doing business, before going into the expense.

We have had years of experience in this business and have put many a man on his feet. Write us to-day; all communications strictly confidential and our fees are small. We can write you up a sale here, that will get you the money, or we will buy your stock.

Trusting to hear from you, we remain

Very truly yours,

H. L. Graves & Co.

Criticise the second letter in as many particulars as you can. Does it inspire confidence or the reverse?

## EXERCISE ONE HUNDRED ONE

1. Herkimer & Moore are in the wholesale drygoods business in Omaha, Neb. The teamsters' strike has delayed their shipment of goods. They have received so many letters from customers complaining of the non-arrival of goods that they find it necessary to get out a "form" letter in answer to these complaints. Write this letter.

2. Field & Schliek, St. Paul, Minn., have bought the bankrupt stock of Hall & Co., dealers in ready-made skirts. Having obtained this stock for twenty-five cents on a dollar, they are prepared to offer their trade some very good bargains. Write their letter.

3. Denison Bros., Chicago, have received a large consignment of India lawns, which they offer to their trade at the low price of 7 cents a yard, if taken in lots of ten pieces, fifty yards

in a piece. The offer is open only until April 1. Write their letter.

4. The following is a copy of a circular letter actually used:

THE BADGER SKIRT CO.
Manufacturers of
LADIES DRESS AND WALKING SKIRTS
121 First St., Milwaukee, Wis.,

Mr. A. M. Ball, Sept. 1, 1905.
Washburn, Wis.

Dear Sir:

DO NOT BUY SKIRTS for fall until you have sold those you have ON HAND. What we mean by those you have on hand is that you no doubt have a large amount of MATERIAL that has NOT MOVED, and which you will be glad to PART WITH.

We enclose cuts of some of the newest styles that are being sold on the market to-day, and if you have some OLD MATERIAL that you are willing to PART WITH for CASH why not have it made into attractive skirts and supply yourself with salable merchandise without additional outlay of money, and avoid what otherwise would mean a SURE LOSS. This will give us an acquaintance which we believe will be mutually profitable, and will put in SALABLE condition YOUR DEAD STOCK.

Our prices as quoted on the circular range from 85 cents to $1.50 per skirt; this includes trimmings.

Yours very truly,
Badger Skirt Company,
E. M. Rountree, Pres.

Dict. R. C.

*a.* In what case is "Ladies" in the letter-head? Is it correctly written?

*b.* Is there anything gained by printing "DO NOT BUY SKIRTS" in capitals? Is there anything lost?

*c.* "We enclose cuts of some of the newest styles"—of what? Is the antecedent of *some* clear?

*d.* Does the first sentence of the second paragraph seem to imply that the Badger Skirt Company want to buy the old material for cash? What is really their offer?

*e.* This is a very poor letter in language, arrangement and style. Rewrite it improving it in these particulars.

## CHAPTER XLVIII

### VERBS—Continued

**Auxiliaries.**—*Use of Ought.*—*Ought* (the old past form of *owe*) is regarded by some authorities as a principal verb and by others as an auxiliary implying obligation. It really makes no difference so far as practical usage is concerned which view is taken. There is one thing and but one thing to be remembered about this verb, and that is that it should never be preceded by *had.*

ORAL DRILL CHART

I ought not to go.
He ought to have known better.
We ought not to go.
That man ought not to have told.
We ought not to send those goods.
That ought not to make any difference.
It ought not to discourage you.
You ought not to be so disappointed.
He ought not to write such a letter.

*Use of Do and Did.*—The use of *do* and *did* in emphatic verb-phrases, negative forms and interrogative sentences has been discussed in Chapter XXXIX, but it remains necessary to caution against two errors in their use. One of these is the use of *did* for the auxiliary *have;* "I didn't see him yet" for "I haven't seen him yet," and the like.

Another error, much more prevalent, is the use of *don't* for *doesn't* with subjects of the third person, singular number. This error has been mentioned in Chapter XL, but as the error is so widespread and so persistent, it seems advisable to give additional drill.

ORAL DRILL CHART

It doesn't
He doesn't
She doesn't
That man doesn't
Any one doesn't
A person doesn't
One doesn't
This piece of cloth doesn't
It doesn't
The fact doesn't
This kind of goods doesn't
That sort of people doesn't

EXERCISE ONE HUNDRED TWO

Write ten sentences using *ought, doesn't, don't* and *did* correctly.

## CHAPTER XLIX

### TELEGRAMS

The telegraph is becoming more and more a factor in the business world. Business transactions are often greatly facilitated thereby, and oftentimes great loss is thus averted or great gain made. As the cost of a telegraphic message is determined by its length, brevity becomes economy, but, the minimum charge being for ten words, there is nothing gained by condensing the message to fewer than this number. An additional charge is made for each word over ten.

**Number of Words—How Estimated.**—In estimating the number of words in a telegram, the name and address of the sender and the receiver are not counted.

Compound words are counted as one word.

Figures, decimal points, punctuation marks and letters are each counted separately as one word.

The letters *st, d, th,* when joined to numbers, are counted as separate words, hence it is better to write first, second, etc.

A few ordinary abbreviations, A. M., P. M., F. O. B., C. O. D., O. K. and per cent., are counted as one word.

**Night Messages.**—Night messages, that is, messages filed with the operator at night to be delivered early the next morning, are sent at a little less expense.

**Clearness.**—While it is true that brevity in a telegram is economy, it is also true that brevity at the expense of clearness may be very expensive in the end. There should be no possibility that the receiver will not understand exactly what is meant by the message.

**Code Systems.**—It often becomes necessary in business transactions to send a message which shall be intelligible only to the receiver. This need, together with the desire to save expense, has given rise to code systems in which one word or

a meaningless combination of letters is made to represent several words. Each business house devises its own code to be used with its agents or customers. Code words, if counted as one word, must be pronounceable, and must not consist of more than ten letters.

**Cablegrams.**—The cost of sending cablegrams is so great that brevity here is even more desirable than in telegrams. Even the name and address of the receiver as well as of the sender are charged for, the rate in some cases being nearly two dollars a word. Such being the case, code systems for cablegrams are very common with firms who have a foreign trade. They even adopt a code word for their name and address, and this is recorded in the cable company's directory; thus, "Natplow" might represent the National Plow Company, 126 S. Devoe St., Cincinnati, Ohio.

EXERCISE ONE HUNDRED THREE

Make all the telegrams ten words or less and the cablegrams as few words as possible.

1. Telegraph to Carpenter & Sons, Cleveland, O., that you accept their offer of the 11th inst. of 20 pocket kodaks at $2 net each.

2. Telegraph to Lyons & Carnahan, Chicago, asking them for quotation on 500 copies of Mayne's Sight Speller.

3. Telegraph to your traveling agent, A. A. Thorne, Viroqua, Wis., asking him to write at once the details of the order given him on April 10 by H. R. Becaud, Maquoketa, Iowa.

4. Telegraph to the C. & N.-W. R. R., St. Paul, Minn., asking them to reserve a lower berth for the 20th inst. on the Chicago Limited leaving St. Paul at 8:10 P. M.

5. Telegraph to Mack & Sons, Winona, Minn., that you can not fill their order for 12 dozen dogskin gloves until the 8th prox.

6. Send a cablegram to S. D. Hoffman, Hotel Savoy, Berlin, Germany, asking him to meet you on the arrival of the S. S. *Kaiser Wilhelm der Grosse* in Hamburg.

7. Send a cablegram to A. L. Thomson, National Hotel, Sheffield, England (code address "Thomso"), asking him to cancel your order of Aug. 8 for cutlery, and stating that a letter will follow.

8. Telegraph to your brokers, C. L. Rhodes & Son, 129 Wall St., New York City, to buy for you 20 shares Penn. R. R. preferred stock at lowest rate.

9 and 10. You are a traveling salesman, and your employers, May & Hobart, Buffalo, N. Y., have written you to be in Columbus, O., on March 1 without fail, in order to secure a large order of Bliss & Carman for which there is much competition. Washouts on the railroads have delayed you in Cleveland, O., twenty-four hours. Send explanatory telegrams to your employers and to Bliss & Carman, who have been previously notified that you will be there.

## USE OF WORDS.—

**Intelligent—intelligible.**

*Intelligent* means endowed with good mind or intellect; *intelligible* means easily understood.

The dog is an intelligent animal.

He gave an intelligible account of the transaction.

Find two synonyms for each of these two words.

**Code.**

Find another meaning for this word than the one used in this lesson.

What is meant by "France is indebted to her first consul for the Napoleonic code?"

**Rival.**

Find a synonym for this word.

Look this word up in the dictionary to learn its interesting origin.

## CHAPTER L

### VERBS—Continued

**The Subjunctive Mode.**—Some good writers and speakers may perhaps be found who do not use the forms peculiar to the subjunctive mode, substituting in each case the corresponding indicative form. If this practice were general among the best writers and speakers, there would be no need for the grammarians to consider the subject, but such is not true. A discriminating use of the subjunctive forms still characterizes the speech and writings of the most cultured. It becomes necessary, then, to study the meaning and use of these forms carefully, for they are very perplexing.

**Meaning of the Subjunctive Forms.**—As stated in Chapter XXXVIII, a verb in the subjunctive mode expresses:

1. An uncertainty to be decided in the future:
   If the book be there, you may take it.
2. A supposition contrary to fact:
   If he were willing, I would go.
3. A wish:
   I wish I were well.
   Though he *wanders* far, he will return (indicative) means that he is actually wandering, but will return.
   Though he *wander* far, he will return (subjunctive) means that even if he *should* wander far, he will return.

It will be seen that the subjunctive forms differ from the indicative forms only in the third person singular of the present and the present perfect tenses. (This does not apply to the verb *be*.)

EXERCISE ONE HUNDRED FOUR

Determine what the verb is to express, then fill the blanks:

1. What could be done if she —— asked?
2. I wish I —— to be there.

3. Though he —— deserving, he will receive no aid.
4. Oh, that it —— true!
5. Though he —— me, yet will I trust him.
6. We wish it —— possible to grant your request.
7. If it —— possible, let us hear from you.
8. If the account —— settled by Sept. 1, we will withdraw our suit.
9. If it —— true that his credit is not good, we do not care for his order.
10. Though the cloth —— all the merit you claim, we can not handle it to advantage.

EXERCISE ONE HUNDRED FIVE

Write ten sentences in which the verb is properly in the subjunctive mode.

## CHAPTER LI

## EXERCISES FOR GENERAL REVIEW OF BUSINESS LETTERS

The following series of transactions will afford the student means of ascertaining whether he has mastered the subject-matter of the preceding lessons. The conditions of each transaction should be carefully studied before he attempts to write what is required, and then the letter or telegram should be written.

Mr. H. L. Farner, under the name of The Emporium, 179 S. Erie St., Buffalo, N. Y., is doing a retail dry-goods business with a large mail-order trade.

### EXERCISE ONE HUNDRED SIX

April 1

Mr. Farner orders of J. & J. Wanamaker & Co., New York City, 10 pieces Persian lawn, 300 yds. oil cloth, 24 dozen boxes pearl lustre, No. 3, 12 boxes men's rubbers.

April 2

He sends out a circular letter to his customers out of town, L. E. Greenough, Dunkirk, N. Y., being one, advertising a new invoice of men's shirtings just received. They are of extra quality and prices are exceptionally low. Samples are enclosed.

April 3

He telegraphs to Wanamaker & Co. to change his order of April 1 to 48 dozen boxes pearl lustre, and to hasten shipment.

He has put an advertisement in the Buffalo *Courier* for an experienced salesman. He has received many applications, among them one from H. E. Glover, 1296 18th St., City, offering a personal interview if desired. He writes Mr. Glover asking him to call at his office the following day at 2 P. M.

April 4

Mr. Farner receives a letter from Mrs. A. H. Downer, Fredonia, N. Y., ordering 10 yds. albatross cloth, but neglecting to mention color and quality or to enclose sample. He writes her for particulars before filling the order.

## CHAPTER LII

### EXERCISE ONE HUNDRED SEVEN

April 5

Mr. Farner receives an order from Miss Alice Potter, Dunkirk, N. Y., for 18 skeins pearl lustre, No. 3, at 4¢ each; 6 skeins white embroidery cotton at 3¢ each; 10 yds. Honiton braid, No. 303, at 2¢ a yd., and 3 pairs ladies' black cotton hose, No. 9, at 50¢ each. She asks to have the same charged to her account. He sends the bill to her.

April 6

Receives consignment of goods from Wanamaker & Co., with bill enclosed, amounting to $385.75, and finds three pieces of the Persian lawn so soiled that the goods are unsalable. He expresses it back to Wanamaker & Co., at their expense, and writes a letter asking to have the matter adjusted.

April 8

His best clerk, S. H. Markham, who has been with him five years, is about to leave his employ, because Mr. Markham's health obliges him to seek a warmer climate. He writes Mr. M. a letter of recommendation addressed to Dale & Hill, Pasadena, Cal.

April 9

He has several "slow-pay" customers. Having many large bills to meet, he gets out a "form" letter, enclosing statement of overdue account, and asks prompt payment. He sends one of these to Mrs. L. A. Glasgow, Erie, Pa., who has owed him $118.25 since the November preceding.

## CHAPTER LIII

### EXERCISE ONE HUNDRED EIGHT

April 10

On March 15, Mr. Farner had sent a request for payment of an account of $125 to L. C. McMann, Niagara Falls, N. Y. He has received no reply. He writes a "follow-up" letter to Mr. McMann.

April 11

He receives the three pieces of Persian lawn from Wanamaker & Co. to replace the damaged goods. He sends N. Y. draft in payment of the bill, deducting 5% for cash.

April 12

Mr. Farner's former partner, N. C. Schaffer, is about to remove to Syracuse, N. Y., to engage in the life insurance business. Mr. Farner gives him a letter of introduction to A. L. Cheney, editor of the Syracuse *Herald*.

April 13

He acknowledges the receipt of N. Y. draft for $118.25 in payment of account in full of Mrs. L. A. Glasgow, Erie, Pa.

## CHAPTER LIV

### VERBS—Continued

**"Had Rather" and "Got."**—There has been much controversy in newspapers and periodicals as well as in the grammars over the use of "*had rather*" instead of "*would rather*," some arguing for its use and others against it. Whether "had rather" is "good grammar" or not, it is certainly reputable, for instances of its use abound in the works of good writers. It may safely be regarded as an idiom that has come to stay.

This quotation from a review of a book of corrected editorials from the New York *Sun* may be a comfort to some of us who never can say "would rather" without a stumble.

The *Sun* is nothing if not colloquial. It loves to be a trifle slangy, and it hates the dictionary and grammar. As witness:

About once a year we explain, with a weary and hopeless spirit, but for the sake of the truth, that "had rather" is a perfectly sound and kind phrase, of the best usage, old and new, straight as a string, and long accustomed to the best society in the English language. About once a week we get a letter like this:

To the Editor of the Sun—Sir: Had rather be governor (*Sun*, this morning). Can you parse that? Thousands of grammarians hang on your reply.

New York, February 8. R. H. T.

Well, the sight of thousands of grammarians hanging would be some comfort to us, and to the rest of mankind. "Can you parse that?" Notice the undertone of expectant triumph. We can parse it, but why should we want to parse it, O victim of thousands of grammarians? Does the English language exist for the sake of being "parsed" by a gang of grammarians? Is English literature a vast parsing book?

Plenty of persons think so; and when they get hold of a good idiom, and can not explain it by rule of thumb, they sniff at it, say it "won't parse," call it an error, and warn the world away from it. Before his soul was lost to grammarians did our correspondent never read in Psalms:

"I had rather be a doorkeeper in the house of my God than to dwell in the tents of wickedness?"

The word "got" is very troublesome to many people. Its use with the auxiliary *have* to denote possession, necessity or obligation is not only inelegant but incorrect.

ORAL DRILL CHART

**I have to study.**
**You have to do that.**
**I have a headache.**
**He has to go.**
**It has to be made that way.**
**She has to be there at six.**
**They have to make their accounts balance.**
**I have to stay.**
**We had to have it done.**
**It had to be done.**

**Verbals.**—Besides those verb forms already considered, there are certain other forms derived from the verb, but which by themselves are never used to assert.

Which of the following forms can not by themselves predicate, or assert, anything?

| | | |
|---|---|---|
| took | having been | broken |
| to bend | runs | mixed |
| growing | raised | fly |
| chosen | lain | grown |
| lost | flew | sat |

Those verb forms which can not assert anything are called *Verbals.*

**Nature of Verbals.**—Verbals are like verbs in that,

1. They take the same complements:
   Feeling *ill,* they went home—attribute complement.
   Striking a last *blow,* he fell headlong—object complement.

The heat made playing *hard*—objective complement.

2. They take the same modifiers:

Running *swifly*, he seized the child.

To write *well* is an accomplishment.

*Note.*—There is one exception to this which will be noted later.

Verbals are unlike verbs in that,

1. They are never used to assert.
2. They usually differ in form.

**Classes of Verbals.**—One class of verbals, *Participles*, has been mentioned under principal parts of verbs, page 96.

The only chance for error in the use of participles lies in substituting the perfect participle and the past tense for each other. This has been referred to before, but it needs additional drill.

ORAL DRILL CHART

I have gone
He came
She ran
It sang
He began
I saw
He has seen
It swam
He rang
We have done
We did
She became
He has drunk
They drank
It sank

Participles are always used as modifiers.

There is another class of verbals some of the forms of which are like the participles, but which are used differently from the participle.

1. *To learn* is not easy for some.
2. *Learning* is not easy for some.
3. I expected *to have gone* yesterday.
4. I did not like *being left.*

*To learn* and *learning* are the subjects of the first and the second sentences respectively. As what part of speech are they used?

*To have gone* and *being left* are the object complements of the verbs in the next two sentences. As what part of speech are they used?

Verbals which have the use of a noun in a sentence are called *Infinitives.*

**Forms of the Infinitive.**—Some forms of the infinitive are preceded by *to* either expressed or understood. These are called *Root* infinitives.

| | Active | Passive |
|---|---|---|
| *Present.* | To do | To be done |
| *Perfect.* | To have done | To have been done |

Other forms of the infinitive are called *Verbal Nouns* or *Gerunds.*

| | Active | Passive |
|---|---|---|
| *Present.* | Doing | Being done |
| *Perfect.* | Having done | Having been done |

The forms of the verbal nouns, being so like the participial forms, can be distinguished from them only by their use in the sentence, the participles being used as modifiers and the infinitives as nouns.

The distinction would not be important from the standpoint of practical use, were it not for the exception mentioned under *Nature of Verbals,* page 158. The exception referred to is this: The verbal noun, unlike the verb, takes a *possessive modifier.* It thus becomes necessary to know when a given form is used as a participle and when as a verbal noun in order to know whether to use a possessive modifier before it. Many incor-

rectly use the common form instead of the possessive with it, that is, we hear, "He objected to Mary going" instead of "He objected to Mary's going." This error is very common especially in speech.

Another error is the use of the root infinitive for the verbal noun and *vice versa.*

Sometimes these forms can be used interchangeably:

Have you ever tried writing with your left hand?

or,

Have you ever tried to write with your left hand?

and when they can be so used, it affords another means of obtaining variety of expression. But usually one form or the other is the better; thus:

This is the correct form to use,

is better than

This is the correct form for using.

No rule for determining which is the better, the root infinitive or the verbal noun, can be given. One can learn this only by observing carefully the usage of the best speakers and writers. This is, of course, a very general direction, but no other can be given. Like most general directions, it will be best heeded by those most in earnest in their desire to acquire a nice discrimination in the use of language.

EXERCISE ONE HUNDRED NINE

When possible, substitute one infinitive for the other in the following:

1. These are needles for weaving mats.
2. Writing a good business letter is a fine art.
3. He has tried to run too large a business.
4. The firm desired him to go abroad as their representative.
5. It is not all of success to try.
6. Making promises is not keeping them.
7. Buying goods on credit causes many to fail.
8. We plan to place these goods on the market by June 1.
9. To cease to advertise is to cease to do business.
10. Getting too much credit has caused many a man to fail in business.

## EXERCISE ONE HUNDRED TEN

Select the correct form:

1. He did not believe in (us, our) being able to get the goods.
2. The firm approved of (his, him) buying the goods.
3. Why does the superintendent object to the (men, men's) going?
4. The (men's, men) striking, we decided to close the works.
5. The secretary objected to that (man, man's) having the place.
6. (John's, John) being absent was what caused the difficulty.
7. (John's, John) being absent, the cause of the difficulty was not discovered.
8. The manager disliked the (clerk, clerk's) leaving on such short notice.
9. The (stenographer's, stenographer) being late was what caused her dismissal.
10. What is the use of (me, my) going?

Write five sentences using the root infinitive of the following:—

| | | |
|---|---|---|
| choose | elect | send |
| ship | manage | |

Write five sentences using the verbal noun of the above list.

## CHAPTER LV

## VARIETY IN EXPRESSION

Several ways of varying the expression of a thought and thus avoiding monotony have been suggested, but there are still others which the student may find useful.

1. A participial phrase may be changed to a clause or a clause to a participial phrase:

*Being busy*, the secretary could not give the matter his attention (participial phrase).

*Because the secretary was busy*, he could not give the matter his attention (clause).

Still another change could be made by the use of the verbal noun:

The secretary's *being* busy prevented his giving the matter his attention.

In many sentences, the participial phrase is more indefinite in meaning than the clause:

Trade being brisk, they ordered many goods,

may mean

When trade was brisk, they ordered many goods,

or,

Because trade was brisk, they ordered many goods.

It follows, therefore, that the participial phrase should not be used unless the meaning be perfectly clear.

2. An infinitive in a phrase may be substituted for a clause and *vice versa:*

They insisted *upon his paying the bill,*

or,

They insisted *that he should pay the bill.*

The clause should be used when it is desired to make the *subject* and the *predicate* equally important.

The infinitive should be used when the *verbal idea* is more important. The subject then becomes the possessive modifier of the infinitive.

3. An infinitive used as the real subject of the sentence may be placed after the verb and its place taken by *it* (called an *Expletive*):

To succeed in business requires industry, may be expressed

It requires industry to succeed in business.

4. The expletive *it*, when used for a clause as the real subject, may be replaced by a verbal noun:

It is fortunate that you saw him, may become

Your seeing him was fortunate.

5. The expletive *there* may take the place of the real subject:

Too many are engaged in the same business, may be

There are too many engaged in the same business.

EXERCISE ONE HUNDRED ELEVEN

Vary these sentences in as many ways as possible, and place a check after the one you consider the best:

1. It is a lucky thing that I was there.
2. The clerk felt sure that he could sell the goods.
3. The stock having been quickly exhausted, the firm sent out a circular letter to their customers.
4. We abandoned that policy when we entered into the new partnership.
5. I planned for him to go.
6. That he was honest was his best recommendation.
7. When the market became steady, we bought quite heavily again.
8. It was necessary that he should understand Spanish if he would become the firm's representative in Madrid.
9. That you should know with whom you are dealing is necessary.
10. The time comes when a dishonest man will be detected.

## CHAPTER LVI

### REVIEW EXERCISE ON VERBS

#### EXERCISE ONE HUNDRED TWELVE

Write sentences to illustrate the correct use of:

1. The past tense of *lie* (to recline).
2. The perfect participle of *come*.
3. The contraction of *does not*.
4. The verbal noun from *apply* with a modifier before it.
5. The perfect participle of *sit*.
6. The past tense of *see*.
7. The verb *ought* with *not*.
8. The auxiliary *may*.
9. The auxiliary *can*.
10. Two subjects joined by *or* with the present of *be*.
11. Two subjects joined by *and* with the past of *be*.
12. Two subjects joined by *nor* with the present of *have*.
13. The subject *each* with the present of *be*.
14. The auxiliary *shall* to express futurity.
15. The auxiliary *will* to express promise.
16. The perfect participle of *lie* (to recline).
17. The attribute complement after *feel*.
18. The past of *be* with the subject *you*.
19. The imperative of *lie* (to recline).
20. The verb *have* in the third, singular, present subjunctive.

## CHAPTER LVII

## VARIETY IN EXPRESSION

**Review Summary.**—Variety in expression may be secured by:

1. Changing a word element to a phrase or a phrase element to a word;
   Chapter XII, Exercise Thirty-three.
2. Changing a word or a phrase element to a clause;
   Chapter XII, Exercise Thirty-four; Chapter LV, Exercise One Hundred Eleven.
3. Changing a clause element to a word or a phrase element;
   Chapter XII, Exercise Thirty-five; Chapter LV, Exercise One Hundred Eleven.
4. Changing a compound sentence to a complex sentence;
   Chapter XVIII, Exercise Forty-five.
5. Changing a complex sentence to a simple sentence;
   Chapter XVIII, Exercise Forty-six.
6. Changing a declarative sentence to an interrogative;
   Chapter XX, Exercise Fifty.
7. Taking a clause or a phrase out of its natural place in the sentence;
   Chapter XXI.
8. Changing active forms to passive and passive to active;
   Chapter XXXVI, Exercise Eighty-one.
9. Substituting one form of the infinitive for the other;
   Chapter LIV, Exercise One Hundred Nine.
10. The expletives *it* and *there* may take the place of the real subject which then follows the verb;
    Chapter LV, Exercise One Hundred Eleven.

*Note.*—Negative statements may be used for affirmative, but it will be noticed that they are not so strong:

Such things were agreeable to him (affirmative).
Such things were not disagreeable to him (negative).

## EXERCISE ONE HUNDRED THIRTEEN

Select the two most difficult sentences in each exercise referred to in the Review Summary and make the required change.

Look over your letters written under Chapters LI, LII and LIII to see if you can improve them by making changes in accordance with the above suggestions. Do not change for the sake of changing, but for the sake of *improving*.

Vary the sentences in the following, numbering your changes from one to ten according to list of suggestions on page 166:

"Habits of any sort are not of themselves formed by either precept or example, but primarily by action and repetition. This leads us to but one conclusion and that is, that correct linguistic habits must be formed by practice, by using the approved expressions both in speech and in written form until they become habits. One can only learn to compose by composing. One can best form the habit of speaking correctly by speaking correctly, first deliberately and consciously and later unconsciously. Both, however, hark back to correct thought language which is the basis of both forms of expression. The pupil must to a large extent be his own monitor. In order to take any interest in the subject and induce him to put forth the necessary effort, he must be convinced of the value to him of the acquisition of a good English style. It is all that any teacher can do for a pupil if he gives him a knowledge of the science of the structure of the language and then a working plan or method of observing and correcting his own errors. This, together with the exercises used to make the plan clear and to give the pupil some facility in applying it, constitutes your short course in English which must in the nature of things be for the pupil but a start in the right direction."

## CHAPTER LVIII

### PRONOUNS

**Definition.—**

Mr. Hopkins was a wealthy merchant. *He* kept many horses. *He* was very fond of *them* and *they* were kept in a fine, large barn. *It* was better than some dwelling-houses.

To whom does *he* refer? To what does *them* refer? What is meant by *they?* By *it?*

Copy these sentences using nouns in place of the italicized words.

Name the nouns in your sentences.

Which is better, to repeat the nouns or sometimes to use other words in place of the nouns?

A word used as a substitute for a noun is called a *Pronoun* (*pro*, for, and *noun*, name).

EXERCISE ONE HUNDRED FOURTEEN

Improve the following by using pronouns instead of repeating the nouns:

Aunt Rosa, Punch argued, had the power to beat Punch with many stripes. This beating was unjust and cruel and mamma and papa would never have allowed the beating. Unless perhaps, as Aunt Rosa suggested, papa and mamma had sent secret orders. In which case Punch was abandoned indeed. To propitiate Aunt Rosa would be discreet in the future, but, then, again, even in matters in which Punch was innocent, Punch had been accused of wanting to "show off."

The word for which the pronoun stands is called its *Antecedent.* When expressed, it usually precedes the pronoun (*ante*, before, and *cedere*, to go). It may not be expressed.

The man who gave me the money is lame.—The antecedent of the pronoun *who* is the word *man.*

I remember what you said.—The antecedent of the pronoun *what* is not expressed.

EXERCISE ONE HUNDRED FIFTEEN

Select the pronouns in the following and give the antecedent of each:

1. The doctor is coming to see me.
2. He will give me some medicine.
3. I do not like to take it.
4. Your hat is just like mine.
5. We saw several fine yachts which seemed to be racing.
6. The captain of the steamer told us of many of his adventures with his ship.
7. Two of them were thrilling.
8. She was a fine vessel.
9. George's friends told him to return to them in one hour.
10. He said to them, "We were having such fun that I did not hear you call."

**Classes of Pronouns.**—Some pronouns are used to designate persons, called *Personal* pronouns, as, I, you, he; some are used to ask questions, called *Interrogative* pronouns, as, who, which, what; some are really modifiers with the noun omitted, called *Adjective* pronouns, as, two, some, poor; and some are used to connect a subordinate with the principal clause, called *Conjunctive,* or *Relative* pronouns, as, who, that, as.

EXERCISE ONE HUNDRED SIXTEEN

Select the pronouns in the following, give the class of each and tell why it belongs to that class:

Few are wiser than he.
I can not tell his name.
Many are called, but few are chosen.
I do not know the man of whom you speak.
To whom did he call?
Thou art weighed in the balance and found wanting.
That on the table is mine.
Is this the book that she meant?
The poor we have always with us.
Choose such as you want.

## CHAPTER LIX

## HOW LETTERS ARE FILED

That some system of filing letters is necessary is obvious if one think for a moment of the complicated nature of most business transactions and the many perplexities and misunderstandings that arise in correspondence upon the same. If each letter were destroyed after being read and no copy of the answer were kept, these perplexities and misunderstandings would be multiplied a hundred-fold.

Firms which do any considerable business have their own systems of filing, but there are some general principles underlying all systems which the student should master. The purpose of filing all letters received and copies of all replies being to have at hand for ready reference all the information in those letters, it follows that any good system of filing must be characterized by *exactness* and *ease in handling* the letters.

**Letters Received.**—*Alphabetical System.*—Letters received are commonly classified alphabetically, that is, all letters from those whose last names begin with A are placed in one compartment of the letter file. This will do for a small business, but not for a large one.

*Numerical System.*—Firms doing a large business frequently use the number system. Each correspondent of the house is given a file number, and the compartments are named numerically instead of alphabetically. This system and the two following necessitate a card catalogue in which appear, alphabetically arranged, the names of all correspondents with the file number opposite each.

*Geographical System.*—Wholesale houses sometimes use a geographical system, that is, they divide their territory into districts on any basis they choose, and the compartments of the letter file are named accordingly, having as many subdivisions as desired. That is, if the division is by states, the subdivisions

might be the cities and towns in which they have correspondents in that state.

*Topical System.*—The nature of a business may be such that the subject of correspondence is of more importance as a basis of classification than the name of the correspondent. For instance, in a lawyer's office, it might easily be better to group all letters relative to a given estate under that heading than to have those letters in various compartments. In such case, filing on the topical system would be an advantage.

**Replies.**—It is becoming more and more common for business men to file copies of all replies with the original letters, thus saving both time and trouble when reference to them is necessary. These copies, when made by the use of carbon paper, are known as carbon copies.

But the tissue letter-book in which the replies are copied and kept on file chronologically arranged, is still much used. The replies are written with copying ink which leaves an exact imprint on the tissue paper if the latter is dampened and placed under pressure.

EXERCISE ONE HUNDRED SEVENTEEN

Study these topics carefully, then write a composition of about three hundred words on *Filing Letters*. Be careful to use your own language, choosing your words well and varying the expression judiciously.

## CHAPTER LX

### PRONOUNS—Continued

**Personal Pronouns.**—The personal pronouns show by their form the person speaking, called the *First* person; the person spoken to, called the *Second* person, and the person spoken of, called the *Third* person.

The personal pronouns are six in number: I, you, thou, he, she, it.

**Declension of the Personal Pronouns.—**

FIRST PERSON

| | SINGULAR | PLURAL |
|---|---|---|
| *Nominative.* | I | We |
| *Possessive.* | My or mine | Our or ours |
| *Objective.* | Me | Us |

SECOND PERSON

COMMON FORM

| | | |
|---|---|---|
| *Nominative.* | You | You |
| *Possessive.* | Your or yours | Your or yours |
| *Objective.* | You | You |

ANCIENT FORM

| | | |
|---|---|---|
| *Nominative.* | Thou | Ye |
| *Possessive.* | Thy or thine | Your or yours |
| *Objective.* | Thee | You |

THIRD PERSON

MASCULINE

| | | |
|---|---|---|
| *Nominative.* | He | They |
| *Possessive.* | His | Their or theirs |
| *Objective.* | Him | Them |

FEMININE

| | | |
|---|---|---|
| *Nominative.* | She | They |
| *Possessive.* | Her or hers | Their or theirs |
| *Objective.* | Her | Them |

| | Neuter | |
|---|---|---|
| *Nominative.* | It | They |
| *Possessive.* | Its | Their or theirs |
| *Objective.* | It | Them |

*Note 1.*—It should be noted that the possessive case of the personal pronouns is *never* written with an apostrophe.

*Note 2.*—The pronoun *I* is always capitalized.

In humble guise the Frenchmen write
"Je" (I) with little j.
The German "ich" is shrinking quite;
Italian, Japanese, Semite,
Chinese and bearded Muscovite,
All have this modest way.
But we shall ever make reply
(When asked, "Who sets all nations right?")
In largest capitals, "'Tis I."

—Clara Boise Bush, in October *Century*, 1905.
(By permission of The Century Company.)

*My, thy, your, him, her* and *it* sometimes have *self* added to them: myself, thyself, yourself, himself, herself and itself. These with their plural forms are called *Compound Personal* pronouns.

Write the plural forms of the compound personal pronouns.

EXERCISE ONE HUNDRED EIGHTEEN

Determine the person of each pronoun:

1. I do not know who did it, do you?
2. He laughed when he saw me.
3. Yes, I feel quite well.
4. Thou art the man.
5. We are going with them to-morrow.
6. If ye love me, keep my commandments.
7. She gave us the book.
8. We bid thee farewell.
9. Give them the key to my trunk and I will keep yours.
10. Thou shalt not steal.

**Interrogative Pronouns.**—The interrogative pronouns are three in number: *who, which* and *what.*

The antecedent of the interrogative pronoun is unknown until the question is answered:

Who discovered America? Columbus (antecedent of *who*).

By whom was the cotton-gin invented? Eli Whitney (antecedent of *whom*).

Which is the largest ocean? The Pacific (antecedent of *which*).

What do you want? The hammer (antecedent of *what*).

**Declension.**—*What* and *which* have but the one form. *Who* is declined as follows:

| | SINGULAR AND PLURAL |
|---|---|
| *Nominative.* | Who |
| *Possessive.* | Whose |
| *Objective.* | Whom |

ORAL DRILL CHART

**Whom did you see?**
**To whom did you speak?**
**Whom were you talking to?**
**Whom was he speaking about?**
**Who did you say is going?**
**Whom did you want?**
**Whom are you looking for?**
**Who do you think will be chosen?**
**Whom is the contest between?**
**Of whom are they speaking?**

EXERCISE ONE HUNDRED NINETEEN

Supply the proper interrogative pronoun:

1. For —— are you working?
2. —— deserves the reward?
3. —— did you see last night?
4. —— can you do?
5. —— were you writing to?
6. To —— did he write for samples?
7. —— are in the best condition?
8. With —— did you make the contract?
9. —— seek ye here?
10. —— are you talking about?

## CHAPTER LXI

## SOCIAL LETTERS

Fortunately business, as important as it is to the average American, is not all of life. We have social as well as commercial relations with our fellows, and these often necessitate the interchange of courtesies in the form of letters. These letters are sometimes as important as business letters, for in them are reflected the culture, refinement and good taste of the writer.

Social letters may be formal or informal, the latter including all varieties of letters of friendship.

**Formal Letters.**—Under formal letters may be included: Letters of Introduction, Invitation, Acceptance and Regret, Condolence and Congratulation. Brief consideration will be given to each.

It must be remembered that the formal letter, expressing as it does the perfection of courtesy and good breeding, demands one's best penmanship, a fine quality of stationery and a refined tone of composition.

**Letters of Introduction.**—A letter of introduction from a business man to a business acquaintance has been considered in Chapter XLV. It does not necessarily imply any social courtesies extended by the recipient, but the social letter of introduction does. The latter is an introduction to social intercourse, while the former is primarily intended to introduce to business acquaintance only. Implying as it does a friendship or close acquaintance between the writer and the receiver, the social letter may be less formal in tone than the business letter of introduction. The character, then, will depend largely upon the degree of intimacy existing between the two.

### Suggestive Letter

My dear Brown:

The gentleman bearing this letter, Mr. Arthur Hutton, has been a close friend of mine for years.

He goes to New York to look after some property for a client. It is his first visit to your city, and I am sure he will greatly appreciate any courtesies that you may show him.

Cordially yours,
John McLaren.

**Invitation.**—Formal invitations are always written in the third person. There is no heading, but the street, number and date (except the year) are written below the body of the note at the left. Good usage permits the writing of the day of the month either in figures or in words. A name should be wholly on one line.

The reply to a formal invitation should, of course, be in the third person also, and should follow carefully the form of the invitation, repeating the date and the hour mentioned to show that they are understood.

All these notes should occupy a middle position on the page, that is, the margin should be the same at top and bottom.

**Size of Paper.**—Invitation paper varies in size from $2\frac{13}{16}$ in. x $4\frac{3}{16}$ in. to $4\frac{1}{2}$ in. x 5 in. The exact size is not of so much importance as that the paper when folded once should fit the envelope.

Invitation paper should be folded so that the lower edge is placed exactly even with the upper edge, and it should then be placed in the envelope with the upper half toward you and the free edges *down*. The envelope should not be sealed unless the invitation is to be mailed.

SUGGESTIVE FORMS

The Misses Holmes request the pleasure
of Miss Anna Florin's company at luncheon,
Tuesday, April sixteenth, at one o'clock.
14 Farrington Avenue,
April thirteenth.

ACCEPTANCE

Miss Anna Florin accepts with pleasure
the Misses Holmes' kind invitation for
Tuesday, April sixteenth, one o'clock.
2024 Vine Street,
April fourteenth.

REGRETS

Miss Anna Florin regrets that illness prevents her accepting the Misses Holmes' kind invitation for Tuesday, April sixteenth.
2024 Vine Street,
April fourteenth.

EXERCISE ONE HUNDRED TWENTY

1. One of your classmates is about to remove to a neighboring city and will enter the high school there. You have a friend in the school. Write for your classmate a friendly introduction to this friend.

2. You have a friend visiting you whom you wish to introduce to your friends. You give an evening party in his (or her) honor.

*a*. Write your invitation.
*b*. Write one of your friends' acceptance.
*c*. Write another friend's regrets.

Cut blank sheets the proper size and be careful to place the note correctly on the page.

Have you written all of your possessive forms correctly?

## USE OF WORDS.—

**Middle—center.**

*Middle*, as commonly used, is a less exact term than *center*, the latter being applied to the middle *point*, as the center of the circle; while the former is used more generally to mean the central *space*, except that we say the middle and not the center of a string or line.

**Completeness—completion.**

*Completeness* means the condition or state of being complete.

*Completion* means the act of completing or being completed.

A synonym for completeness is perfection, and one for completion is accomplishment.

**Council—counsel.**

*Council* is an assembly of persons convened for consultation.

*Counsel* means advice.

Satan . . . void of rest
His potentates to council called by night.

I like thy counsel.

Write one sentence for each pair of words. Make the sentences show the difference in meaning.

## CHAPTER LXII

### PRONOUNS—Continued

**Adjective Pronouns.**—Adjective pronouns are really modifiers with the noun omitted.

The *poor* (people) ye have always with you.

Blessed are the *meek* (persons).

Take *such* (things) as you want.

It is obvious that no enumeration of adjective pronouns can be made, as their number is limited only by the number of modifiers of nouns (adjectives) in the language.

**Declension.**—Only five of these pronouns change their form.

*This* and *that* change for number.

| SINGULAR | PLURAL |
|---|---|
| this | these |
| that | those |

*One* and *other* change for number and case; *another* for case only.

| | SINGULAR | PLURAL |
|---|---|---|
| *Common form.* | one | ones |
| *Possessive form.* | one's | ones' |
| *Common form.* | other | others |
| *Possessive form.* | other's | others' |
| *Common form.* | another | |
| *Possessive form.* | another's | |

**Cautions in the Use of Adjective Pronouns.**—*Each, none* (no one), *either* and *neither* are singular and require singular verbs.

The pronoun must agree with its antecedent in gender, person and number.

ORAL DRILL CHART

**Neither of the plans is desirable.**
**Each of the books is worn.**
**Either of them is good enough.**
**None was present but the manager.**
**Neither of the men is honest.**
**Each of the directors was there.**
**Neither of the ships was lost.**
**Both the regiments were ordered to embark.**
**Each of the students is to provide his own books.**

EXERCISE ONE HUNDRED TWENTY-ONE

Fill blanks:

1. Sharpen my scissors so that —— will cut.
2. Each should think others better than ——.
3. Let each of the girls take —— (possessive).
4. If anybody sees, —— must not tell.
5. Which of the three finished —— first?
6. Every one must look out for ——.
7. Neither of the men —— fitted for the place.
8. Each of the clerks —— to have a vacation.
9. If either of the men call, ask —— to wait.
10. None —— so deaf as —— who won't hear.

**Conjunctive Pronouns.**— The conjunctive, or relative pronouns connect a subordinate clause with the principal one. They are thus an indication of a complex sentence.

The conjunctive pronouns are *who, which, that, but* and *as,* and those which have not the antecedent expressed, *what, whatever, whatsoever, whoever, whosoever, whichever* and *whichsoever.*

Sometimes the antecedent is not expressed with *who:*

I do not know who wrote the book.

*As* as a conjunctive pronoun always follows *many, such* or *same:*

As many *as* wish may go.
Such *as* I have I give thee.

Yours is the same *as* mine is.

*But* as a conjunctive pronoun is equivalent to *that not:*

There is none *but* knows it (*that* knows it *not*).

*Who* refers to persons, *which* to things and *that*, *but* and *as* to either.

**Declension.**—*Who* and its compounds are the only conjunctive pronouns that have different forms.

| | SINGULAR AND PLURAL | | |
|---|---|---|---|
| *Nominative.* | who | whoever | whosoever |
| *Possessive.* | whose | | |
| *Objective.* | whom | whomever | whomsoever |

**Cautions in the Use of Who and Its Compounds.**—1. When used as subject of the subordinate clause, the nominative form is required:

I do not know who is to be there.

Sometimes words placed between the pronoun and its verb lead one into the incorrect usage of the objective form:

I will not say —— I think is the best.

The words "I think" cause many to use *whom* in this kind of sentence, but their omission will at once show that the pronoun is the subject of "is," and therefore the nominative form is required:

I will not say *who* I think is the best.

2. The conjunctive pronoun is often the object complement of the verb in the subordinate clause or the principal word in a phrase. In both cases the objective form is required:

I do not know *whom* you want (object of *want*).

I do not know *whom* you are talking about (about whom you are talking, principal word in the phrase).

3. The conjunctive pronoun is often used as the attribute complement of a verb, in which case the nominative form is required:

I do not know *who* it is (attribute complement of *is*).

## EXERCISE ONE HUNDRED TWENTY-TWO

Supply the proper form of *who* or its compounds:

1. He would not say —— was coming.
2. He would not tell —— he meant.
3. —— will may come.
4. You may invite —— you please.
5. He did not say —— he thought was coming.
6. He will object to —— you get.
7. I do not know —— he thinks of getting.
8. This is to introduce Mr. Sharon —— you will find very agreeable.
9. Our Mr. Olin, —— is in your city, will call on you.
10. I do not care —— the quarrel was between.

Write sentences containing each of the following forms:

whoever
whom (principal word in a phrase)
whomsoever
who
whom (object complement of verb in subordinate clause)
whomever
whosoever

## CHAPTER LXIII

## RESTRICTIVE AND NON-RESTRICTIVE CLAUSES

Columbus was the man who discovered America.

Columbus, who discovered America, died in poverty.

In the first sentence, the clause *who discovered America* limits, or restricts, the meaning of man to one particular man. It is therefore called a *Restrictive* clause.

In the second sentence, the clause merely describes Columbus. The sentence might read thus:

Columbus, the discoverer of America, died in poverty,

showing the appositive nature of the clause.

This distinction is important because of the punctuation. The non-restrictive, or describing clause, like the appositive noun, must be marked off by commas. The restrictive, or limiting clause needs no commas.

### EXERCISE ONE HUNDRED TWENTY-THREE

Write five sentences containing restrictive clauses and five containing non-restrictive clauses.

### EXERCISE ONE HUNDRED TWENTY-FOUR

Determine whether the clauses are restrictive or non-restrictive, then punctuate:

1. It was Gallagher who rang the alarm when the Woolwich Mills caught fire.
2. Once the editor had sent him into a Home for Destitute Orphans which was believed to be grievously mismanaged.
3. The second piece of news was the Burbank murder which was filling space in newspapers all over the world.
4. His safe which only he and his secretary had keys to was found open.
5. The city editor said it was worth a fortune to any man who chanced to find Hade.
6. He hastened out after the object of his admiration who found his suggestions and knowledge of the city very valuable.

7. The son of the man who kept the inn had often accompanied them on their excursions.
8. They led the horse toward a long, low shed in the rear of the yard which they now noticed was almost filled with teams.
9. Their coming was heralded by an advance guard of two men who stationed themselves at either side of the big door.
10. The two men sprang into a posture of defense which was lost as quickly as it was taken.

Rewrite the above ten sentences varying them according to suggestions on page 166.

## CHAPTER LXIV

## LETTERS OF CONGRATULATION AND CONDOLENCE

One can never write a letter which shall really express sympathy either with the joy or the sorrow of another unless he himself feel that sympathy. Otherwise the letter is a mere empty form better left unwritten, for it can certainly bring neither comfort nor pleasure to the recipient. When one really feels sympathy in his heart, the letter will carry its message to the heart of his friend. Such a letter should, of course, never be stilted nor studied in composition, but an easy, natural expression of the writer's feeling of pleasure in his friend's success or sorrow in his trouble.

Many occasions arise which make a letter of congratulation appropriate—promotion, engagement or marriage, inheritance, success in any venture or any good fortune—all are proper subjects for congratulation.

### Suggestive Letter

My dear Tratt:

I saw in to-day's paper that you have been appointed to the position made vacant by the resignation of ——. I read this with much pleasure, for I know how well you deserve the promotion.

You will take with you to your new field the good wishes of a host of friends, among whom I am proud to number myself.

I regret that this advancement makes necessary your removal to a distant city, but I trust that we may still meet occasionally and enjoy the friendly intercourse of old.

Your friend,
Jordan.

Letters of condolence are harder to write than letters of congratulation, for we feel that mere words mean so little to one in grief, and yet not to speak some word makes us appear

cold and unsympathetic. Genuine feeling for the one afflicted is a good guide to what one should say at such a time.

My dear Mrs. Ramsay:

Your letter bringing the sad news of the death of your husband and my friend came this morning. I was somewhat prepared for it by my knowledge of the serious nature of his illness, but still it is a shock to know that he is no more. My heart goes out to you in sympathy for your loss, but I am trying not to think of our loss, but his gain in freedom from suffering.

There is one comfort in this great sorrow—he was spared to you and to us longer than we had dared to hope—and that is much.

Words mean little in times of great trouble, but, believe me, I would gladly lighten the burden of your grief if I only could.

Sincerely your friend,
James Gorham.

Agassiz once wrote to Charles Sumner:

My dear Sumner:

You have my deepest and truest silent sympathy.

Ever truly your friend,
L. Agassiz.

and there is much to commend in these few sincere words. They reflect the simple nature of the man, and must have gone straight to the heart of his friend.

EXERCISE ONE HUNDRED TWENTY-FIVE

1. One of your friends has just passed the examinations to enter the Naval Academy at Annapolis. Congratulate him.

2. A former classmate, removed to a neighboring city, has received the prize for oratory in a contest in which eleven were engaged. Write him a congratulatory letter.

3. An acquaintance has received a scholarship which will permit him to travel and study abroad. Write to congratulate him.

4. A friend has just been promoted to a more responsible position with a much larger salary. Write him expressing your pleasure in his good fortune.

5. You have just secured a good position for which you were an applicant. One of your friends writes you a letter of congratulation. Answer it.

## EXERCISE ONE HUNDRED TWENTY-SIX

**USE OF WORDS.—**

Write the opposites of these words:

| | | | | | |
|---|---|---|---|---|---|
| 1. | sympathetic | 8. | fortune | 15. | deep |
| 2. | easy | 9. | afflicted | 16. | recipient |
| 3. | appropriate | 10. | sincere | 17. | success |
| 4. | friendly | 11. | pleasure | 18. | necessary |
| 5. | freedom | 12. | expression | 19. | serious |
| 6. | comfort | 13. | proper | 20. | true |
| 7. | natural | 14. | prepared | 21. | indolent |

Look over your list of words and find what syllables meaning *not* are prefixed to words.

Write nouns corresponding to these words:

| | | |
|---|---|---|
| sympathetic | sincere | serious |
| easy | deep | true |
| friendly | necessary | indolent |
| afflicted | | |

## CHAPTER LXV

### PRONOUNS—Concluded

**Constructions of Pronouns.**—The relation which the pronoun bears to other words in the sentence determines its form; therefore, in order to know what form to use, it is necessary to study these relations, or constructions.

A pronoun may be,

*a.* Subject of a verb (nominative form):

*I* shall go to-morrow.

*He* can not tell *who* is meant.

*b.* Object complement of a verb or verbal (objective form):

The ball struck *me* in the eye.

Seeing *us*, they stopped their flight.

We expected to see *him* yesterday.

*Note.*—The object complement names the receiver of the *action.*

*c.* Indirect object of a verb or verbal (objective form):

My father gave *me* a book.

Handing *us* a branch, they departed.

They hoped to be able to give *us* the pictures.

*Note.*—The indirect object names the receiver of the *object.*

*d.* Principal word in a phrase (objective form):

She handed the book to *me.*

It was to be divided between *her* and *me.*

*e.* Subject of an infinitive (objective form):

I desired *him* to go.

*f.* 1. Attribute complement of verb (nominative form).

It is *I.*

She knew it was *he.*

2. Attribute complement of an infinitive (objective form):

I took it to be *him.*

*Note.*—The attribute complement always takes the same form as the word it identifies. In the sentence, "It is I," *I* identifies the subject of a verb (nominative form), hence the

nominative form of the complement is required. In the sentence, "I took it to be him," *him* identifies *it*, the subject of the infinitive (objective form), therefore the objective form *him* is correct.

*g.* Possessive modifier (possessive form):

This is not *hers*, but *yours*.

*Note.*—When the modified noun is expressed, it is not a pronoun use.

*h.* Nominative absolute (nominative form):

*He* being sick, we decided not to go.

ORAL DRILL CHART

**It is I.**
**It wasn't he.**
**It was not she nor I.**
**Neither she nor I went.**
**They saw you and me.**
**I knew it was they.**
**She knew it to be him.**
**This is for her and me.**
**She sat between him and me.**
**He meant either you or him.**
**It can't be I.**
**Did you know that it was he?**
**He asked her and me to do it.**
**She and I will go.**
**He knows whom it is for.**
**It must be she.**
**It is not he nor she.**
**Do you know whom he sent?**
**Let this be for him and me.**
**He will let her and us bring them.**

**Cautions.**—1.—The attribute complement of a verb requires the *nominative* form. (This requires much oral drill. See chart above.)

2. When there are two pronouns in the same construction, both require the same form.

Look at *her* and *me*.
She wants *him* and *me* to go.
He gave that to *you* and *me*

EXERCISE ONE HUNDRED TWENTY-SEVEN

Determine the construction of the pronoun to be supplied, the form to be used, then supply: (Do not use *you*.)

1. She says that you and —— may go.
2. It makes no difference to either —— or ——
3. Who broke the window? It was ——.
4. They want —— and —— to be prompt.
5. This will be a secret between —— and ——.
6. —— did they choose?
7. I want you and —— to go.
8. Tell me —— you mean.
9. There was no one to go except —— or ——.
10. I will give it to —— you choose.
11. —— did he appoint as agent?
12. He thought us to be ——.
13. —— did he suppose me to be?
14. Nothing is too good for —— nor —— either.
15. Those are for —— and ——.
16. Either —— or —— must go.
17. Was it —— I saw? No, it was ——.
18. It was —— —— you saw.
19. If I were ——, I should withdraw.
20. —— did she call? —— boys.

## CHAPTER LXVI

## INFORMAL SOCIAL LETTERS

**Notes.**—Many occasions arise for writing informal notes to acquaintances and friends. The character of these notes is determined largely by the closeness of relationship between the writer and the receiver.

### Informal Invitation

My dear Tom:

Gilman and I are going for a day's trout-fishing up the Kinnickinnick on Saturday. Can't you join us? I promise you a good tramp and plenty of trout, if you can catch them.

Is 4:30 A. M. too early for you?

Cordially yours,
Brown.

My dear Miss Plummer:

I am having a few friends in to tea on Wednesday at 5 P. M., and should be pleased to have you come. This is strictly informal, so "full dress" is not required.

Affectionately yours,
Mary Appleby.

### Acknowledging Receipt of Present

My dear Alice:

As I sit at my desk, a cheerful "tick-tick" greets my ear, reminding me of the friend who was so thoughtful of one of my pet desires. The beautiful clock arrived safely this morning. I immediately installed it where its friendly face would greet me as I looked up from my labor.

To say "I thank you" for the gift and the remembrance seems superfluous, and yet I want to say it because I feel it.

Lovingly yours,
Marion.

### EXERCISE ONE HUNDRED TWENTY-EIGHT

1. Answer either the first or the second letter above.
2. You are going to give a small whist party on Wednesday evening. Invite one of your friends.

3. You have a new automobile. Invite one of your friends for a trip to some neighboring point of interest.

4. You have received a book by your favorite author from your most intimate friend. Acknowledge it.

5. Imagine yourself to have received for a Christmas gift the one thing you most desired. Acknowledge it.

## EXERCISE ONE HUNDRED TWENTY-NINE

**USE OF WORDS.—**

Write opposites of these words:

| | | |
|---|---|---|
| 1. remembrance | 5. cheerful | 9. entirely |
| 2. superfluous | 6. thoughtful | 10. installed |
| 3. plenty | 7. beautiful | 11. nothing |
| 4. formal | 8. pleased | 12. awkward |

Write a sentence using each opposite.

See for how many of this list of words you can find synonyms.

## CHAPTER LXVII

### ADJECTIVES

Roses are beautiful.
I ám happy.
She seems ill.
The milk has become sour.
He feels bad.

What word in each of the above sentences is descriptive?

Write five sentences containing descriptive words.

The man spoke fast.
Several men went by.
The first tree was broken.
This letter came to-day.
Much water fell.

What word in the first sentence tells *which* man spoke?
What word in the second tells *how many* men went by?
What word in the third tells *which* tree was broken?
What word in the fourth tells *which* letter came?
What word in the fifth tells *what quantity* of water fell?

Write five sentences containing words that limit the nouns by telling which one, how many or what quantity.

These words, whether descriptive or limiting, *add* something to the meaning of the noun, and are therefore called *Adjectives* (*adjectivus*, that is added).

#### EXERCISE ONE HUNDRED THIRTY

Add something to the meaning of the nouns in these sentences by appropriate adjectives:

1. Clouds are in sky.
2. Boys make men.
3. Bee improves hour.
4. Moon silvers hill.
5. Sailor sat on bench.
6. They brought us grapes.
7. Tapping on bough stops song.

8. I see grasshopper on leaf.
9. Rains revive fields.
10. He was parent.

Proper adjectives are derived from proper nouns and should also be begun with capitals:

Europe, European.

EXERCISE ONE HUNDRED THIRTY-ONE

Write the proper adjectives from:

| | | | | | |
|---|---|---|---|---|---|
| 1. | France | 8. | Venice | 15. | Spain |
| 2. | Norway | 9. | Shakespeare | 16. | Egypt |
| 3. | Malta | 10. | Bacon | 17. | Brazil |
| 4. | Switzerland | 11. | Japan | 18. | Elizabeth |
| 5. | Denmark | 12. | Italy | 19. | Greece |
| 6. | China | 13. | Chili | 20. | Sweden |
| 7. | Portugal | 14. | Mexico | | |

EXERCISE ONE HUNDRED THIRTY-TWO

Fill the blanks with proper adjectives:

1. Can you make a —— cross?
2. —— navigators explored before Columbus.
3. She has studied the —— language.
4. The —— Alps are higher than the —— Alps.
5. The pyramids are relics of ancient —— art.
6. The —— people did not like the terms of their treaty with Russia.
7. The —— canals take the place of streets.
8. Many writers flourished in the —— era.
9. The —— and —— controversy on the authorship of Shakespeare's plays has lasted many years.
10. Sweden did not like to grant independence to the —— people.

## CHAPTER LXVIII

## LETTERS OF FRIENDSHIP

There are, of course, no rules for letters of friendship. Their character is as varied as the individuals who write them, but all good friendly letters have some characteristics in common. Thackeray said that no one had any business to write other than a cheerful letter, and he was not far wrong. The friendly letter should be as entertaining as the writer can make it, but more often it is quite the reverse, because he is too indolent to take the trouble to give to his letter that individual touch and charm which would redeem from the commonplace.

To illustrate: A lady, a semi-invalid, and her sister-in-law went to visit some cousins of the former. Later this lady is writing to a friend and thus chronicles the event:

I have some cousins living three miles from here whom I have not visited for years. The other day I decided to go out there and asked Mollie to go with me. My cousin's daughter drives in to school every morning, so I asked for the use of her horse, a very slow one named Ginger. We started about ten and reached there before dinner.

After dinner, we went out to the "back lot" to gather hickory nuts and I greatly overtaxed my strength. I ought not to have gone, but I had not gathered nuts since I was a child.

We drove home late in the afternoon.

### What She Might Have Written

By the way, I must tell you of an excursion, or rather incursion, into the country which I made the other day. I have some cousins living about three miles from here whom I have not visited for six years. They had begun to think I did not care to visit them, and I confess it did look that way. Well, I suddenly made up my mind to spend a day with them. Their daughter drives in to school every morning, and I asked the loan of her horse and vehicle and invited Mollie to go with me.

That horse deserves a paragraph all by himself. He rejoiced in the fiery name of Ginger, but he was far from being the spirited animal which the name might imply. He was what Max O'Rell would call an "urbane" horse. I clucked and slapped the reins (woman fashion) and plied the whip (man fashion), but all to no avail. Ginger hastened not his speed one jot. I finally decided to save my strength and temper and enjoy the scenery along the route. I did not get any very vivid impressions, however, owing to my having to extricate the lines from under Ginger's festive tail at intervals of about two minutes.

We reached our destination in the course of time and began our six-years-delayed visit. After dinner, it was suggested that we go to the "back lot" to gather hickory nuts, and I joyfully acceded. Two reasons impelled me to this—one, that I did not want to be a "kill-joy," even if I was "enjoying poor health," and the other, that I wanted to "renew my youth," some fifty or more years removed.

Ginger was again harnessed, and, clad in sunbonnet (I mean myself, not Ginger), I with the others rode over humps and hillocks and ruts to the aforesaid "back lot." Of course I wanted to gather as many nuts as any one else, so I bent and bent again till I could bend no more. Far from renewing my youth, I but added to my age and infirmities. Moral—well, you may draw the moral.

I drove the spicy equine back to town in a *little* less than two hours. The animal seemed pensive and inclined to reflection, and so was I.

What is the difference in these two letters? One is a mere record of the event, barren and uninteresting; the other has the redeeming touch of individuality. It "touches up" in a half-humorous way for a friend's enjoyment a little commonplace happening. Herein lies the charm of the well-written friendly letter. The daily round of life for most people is made up of trifling events, unimportant in themselves and uninteresting to their friends if related in a plain, matter-of-fact way, but which, if quickened with a suggestive touch of personality, form most entertaining reading.

It should be added that one when writing should also take into consideration the personality of his friend. There are some people so constituted that they would get no enjoyment

out of the "urbane horse," the "spicy equine," the "festive tail," the "clucking and slapping the reins (woman fashion)," and the like. The writer should take this into account and write accordingly.

To sum up—in writing a friendly letter one should be cheerful and entertaining, should reveal his own personality and keep in mind the personality of his friend.

EXERCISE ONE HUNDRED THIRTY-THREE

Write a letter to your most intimate friend. Select for your main incident something in which you were really interested. Make it as entertaining as possible.

You have just returned from a trip to some neighboring point of interest. Imagine an accident to have happened out of which you had some amusement. Write a letter to a friend describing this.

What proper nouns have you used? What proper adjectives? Are your possessive forms written correctly? Have you shown "sentence sense?"

## CHAPTER LXIX

### ADJECTIVES—Continued

**Comparison.—**

This is a sweet apple.

This is a sweeter apple than that.

This is the sweetest apple I have ever tasted.

In the first sentence, how many apples are thought of? In the second, how many apples are compared? In the third, *this apple* is compared with how many apples?

The change of form in an adjective to compare one thing with another or one thing with all others of the same kind is called *Comparison.*

The simple form of the adjective is called the *Positive* degree; when two objects are compared, the form of the adjective is called the *Comparative* degree; when an object is compared with all others of its kind, the form of the adjective is called the *Superlative* degree.

Sweet, positive degree; sweeter, comparative degree; sweetest, superlative degree.

**How Adjectives Are Compared.—**

*a.* Adjectives of one syllable and a few words of two syllables, chiefly those ending in *y* or *le,* form their comparative degree by adding *er* and the superlative by adding *est:*

Dull, positive; duller, comparative; dullest, superlative.

Pretty, positive; prettier, comparative; prettiest, superlative.

Noble, positive; nobler, comparative; noblest, superlative.

*b.* Most adjectives are compared by the use of *more* and *most, less* and *least, more* and *less* forming the comparative degree, and *most* and *least* the superlative:

Beautiful, more beautiful, most beautiful.

Intelligent, less intelligent, least intelligent.

*c.* A few adjectives are compared by changing the word, wholly or in part:

| Positive | Comparative | Superlative |
|---|---|---|
| bad or ill | worse | worst |
| good | better | best |
| in | inner | inmost or innermost |
| late | later or latter | latest or last |
| little | less | least |
| much or many | more | most |
| old | older or elder | oldest or eldest |
| near | nearer | nearest or next |
| top | | topmost |
| under | | undermost |
| up | upper | uppermost |

*d.* Some adjectives by reason of their meaning can not be compared:

full, round, empty, etc.

We often hear "This is rounder than that," when "This is more nearly round than that" is meant.

EXERCISE ONE HUNDRED THIRTY-FOUR

Write the comparative and superlative degrees of the following:

| | | | |
|---|---|---|---|
| angry | rapid | definite | thoughtful |
| rough | heavy | gracious | ugly |
| conscious | sad | merciful | stingy |
| hasty | juicy | courageous | savage |
| coarse | sly | quiet | honest |

Name as many adjectives as you can which by reason of their meaning you think ought not to be compared.

## CHAPTER LXX

### LETTER DRILL

EXERCISE ONE HUNDRED THIRTY-FIVE

1. Write a letter to a friend describing as entertainingly as you can one or two incidents of your life in school during the past week.

2. Write a letter to a friend describing some outing or pleasure you have recently enjoyed. (Try to write so that your friend will enjoy with you. While not making an effort to use unusual words, use as extended a vocabulary as is appropriate.)

## CHAPTER LXXI

### ADJECTIVES—Concluded

**Cautions in the Use of Adjectives.—**

*a.* Do not use a double comparative or superlative:

*Most unkind* or *unkindest* (not most unkindest).

Shakespeare used the double superlative, but its use in modern English is not sanctioned.

*b.* Be careful to use the comparative degree when only two objects are compared:

Which is the *better* writing, Harvey's or George's?

Which is *best*—health, wealth or happiness?

*c.* Be careful in the use of the word *other* in a comparison:

"London is larger than any city in England" means that London is larger than itself. It should read, "London is larger than any other city in England."

"Switzerland is the smallest of all the other republics" should be, "Switzerland is the smallest of all the republics."

*d.* The article *a* should be used before a word beginning with a consonant sound, and *an* before one beginning with a vowel sound:

A citizen, a letter, a union, an office, an heir, an honor.

An exception to this for which there appears to be no good reason is to be found in the use of *an* before *historical.* Would you say "a hotel" or "an hotel?"

*e.* *The, an* or *a* should be repeated when two or more objects are meant, but not otherwise:

The secretary and treasurer (one man).

The secretary and the treasurer (two men).

A red and white rose (one rose).

A red and a white rose (two roses).

*f.* Two adjectives, *this* and *that*, have number:

| SINGULAR | PLURAL |
|---|---|
| this | these |
| that | those |

Be sure to use the singular form with a singular noun, especially with *kind* and *sort:*

This kind of goods; that sort of people.

*g.* Place adjectives usually before the nouns they modify, with the one most closely connected with the noun next to it:

"A decrepit, old, poor man" should be "a poor, decrepit old man."

*h.* Make the adjective modify the thing mentioned, not the amount of it:

"A can of hot water," not "a hot can of water."

*i.* Use *less* in referring to quantity and *fewer* in referring to number:

There were fewer persons there than I expected.

The amount was less than fifty dollars.

EXERCISE ONE HUNDRED THIRTY-SIX

Correct the errors in the following:

1. A young, honest industrious man is wanted.
2. He does not want those kind of clerks.
3. He bought a new stock of goods.
4. We can not deal with those sort of people.
5. He voiced an universal truth.
6. He engaged a capable and an industrious man (one person).
7. We have just received a fresh consignment of fruit.
8. This firm does a larger business than all the houses in the city.
9. He said he expected less than one hundred.
10. I can't tell which is the best investment, U. S. 4's at 110 or C. M. & St. P. at 104.

## CHAPTER LXXII

### ANOTHER USE OF THE COMMA

A series is formed by more than two words of the same part of speech or more than two phrases in the same grammatical construction. When these words or phrases are connected by *and, or* or *nor,* no comma is necessary, but when not so connected, a comma should be placed after each one of the series except the last two:

Greece gave to the world Homer, Phidias, Plato and Herodotus.

Authorities differ as to whether there should be a comma before *and* also, but the tendency seems to be toward its omission. The thing for the student to remember is to establish the habit of placing the comma there or of omitting it, and not to do one way sometimes and the other way sometimes. There is good authority for either usage, but not for mixing the two.

In a series of adjectives, it is sometimes difficult to tell whether the comma is necessary. For instance, if each of the adjectives in the series modifies the noun alone, the comma is required:

He is a bright, honest, industrious man.

Bright, honest and industrious all modify *man.* But if some of the adjectives modify other words with the noun, commas should not be used:

She had beautiful long brown hair.

In this sentence, *brown* modifies *hair, long* modifies *brown hair* and *beautiful* modifies *long brown hair;* therefore no commas are needed.

#### EXERCISE ONE HUNDRED THIRTY-SEVEN

Punctuate the following:

1. They fought breast to breast foot to foot with pistols with sabres with fists close at hand at a distance from above

from below from everywhere from the roofs of the houses from the windows of the wine-shop from the gratings of the cellars into which some had slipped.

2. Bossuet was killed Feuilly was killed Courfeyrac was killed Joly was killed Combeferre pierced by three bayonet thrusts in the breast just as he was lifting a wounded soldier had only time to look to heaven and expired.
3. Enjoiras alone was untouched. When his weapon failed he reached his hand to right or left and an insurgent put whatever weapon he could in his grasp. Of four swords one more than Francis I. had at Marignan he now had but one stump remaining.
4. When there was none of the chiefs alive save Enjoiras and Marius who were at the extremities of the barricade the center which Courfeyrac Joly Bossuet Feuilly and Combeferre had so long sustained gave way.
5. Then grim love of life was roused in some. Covered by the aim of that forest of muskets several were now unwilling to die. They were pushed back to the high six-story house which formed the rear of the redoubt. In the rear of this house there were streets possible flight space. They began to strike this door with the butts of their muskets and with kicks calling shouting begging wringing their hands. Nobody opened. From the window of the third story the death's head looked at them.

Notice carefully any letters that you have preserved to see whether you have punctuated correctly any series that you have used.

### EXERCISE ONE HUNDRED THIRTY-EIGHT

Punctuate and capitalize where necessary, and also introduce the apostrophe where needed:

mr. m'choakumchild began in his best manner. he and some one hundred and fifty other schoolmasters had been lately turned at the same time in the same factory on the same principles like so many pianoforte legs. he had been put through an immense variety of paces and had answered volumes of head-breaking questions. orthography etymology syntax and prosody biography astronomy geography and general cosmography the sciences of compound proportion algebra land-surveying and leveling vocal music and drawing from models were all at the ends of his ten chilled fingers. He

had worked his stony way into her majestys most honourable privy councils schedule b and had taken the bloom off the higher branches of mathematics and physical science french german latin and greek. he knew about all the water-sheds of all the the world (whatever they are) and all the histories of all the peoples and all the names of all the rivers and mountains and all the productions manners and customs of all the countries and all their boundaries and bearings on the two and thirty points of the compass. ah rather overdone m'choakumchild. if he had only learnt a little less how infinitely better he might have taught much more. —charles dickens in *Hard Times*.

Give reasons why there are commas in the following:

"When attention is divided between choosing words and the thought, the expression must be slow, deliberate and more or less stilted. In such a case there is less intensity on the thought itself, hence less fluency. Individual improvement can be made by using care in choosing words for thinking purposes for then fluency is not so necessary or at least so apparent. One may improve his spoken English by taking care to use correct thinking language. Thinking establishes a language habit the same as speaking or writing. As language is a matter of habit, a knowledge of grammar, the science of language, never yet of itself made a fluent correct speaker for it does not form a habit, but only shows what forms to use when we come to form habit. A working knowledge of grammar is valuable for criticism, but of very slight value for constructive purposes, yet it is in constructive work that aids are most necessary."

## CHAPTER LXXIII

### ADVERBS

Work quietly.
We must go now.
You may place the book here.
He should study more.

What word in the first sentence tells *how* you must work? In the second, what word tells *when* we must go? What one in the third tells *where* you may place the book? In the fourth, what one tells *how much* he must study?

In each of the above sentences, what part of speech is modified by the word which tells how, when, where or how much?

Because these words modify verbs, they are called *Adverbs* (*ad*, to, and verb).

She is very studious.
The river is quite low.
He seems too ill to work.
This is so hard.

What part of speech are studious, low, ill and hard?

What word modifies *studious* by telling how? What word modifies *low* in the same way? What words modify *ill* and *hard* by telling how?

These words which modify adjectives are also called *Adverbs* because they qualify the meaning of the adjective in the same way that they do verbs.

She works very quietly.
Water is found almost everywhere.
You should write more neatly.

What part of speech is *quietly?* Why? What word modifies it by telling how? What part of speech is *everywhere?* What does it modify? What word modifies it? What word does *neatly* modify? Then what part of speech is it? By what word is it modified?

The words which modify adverbs are themselves called *Adverbs.*

What three parts of speech are modified by adverbs?

Define an adverb.

EXERCISE ONE HUNDRED THIRTY-NINE

Write five sentences containing adverbs which modify verbs.

Write five sentences containing adverbs which modify adjectives.

Write five sentences containing adverbs which modify other adverbs.

Name three adverbs in Exercise One Hundred Thirty-five.

Name four adverbs in Exercise One Hundred Thirty-seven.

EXERCISE ONE HUNDRED FORTY

Use adverbs meaning the same as the phrases in the following:

1. You must treat him *with respect.*
2. It is best to be polite *at all times.*
3. If you behave *with propriety,* you will merit praise.
4. He came *to this place* last May.
5. He is too diffident to speak *in public.*
6. I want him to come *at once.*
7. The plan was made *in secret.*
8. He will pay his rent *by the year.*
9. We deal *upon honor* with our customers.
10. He finished his task *in haste.*
11. No written work should be permitted until there has been thorough practice in doing the thing *in the mind.*
12. It must become a fixed habit with the pupil to do all things *with accuracy.*
13. It does not take long to become familiar with them *in theory.*
14. The customer remitted for the bill *with promptness.*
15. The question may be stated *with brevity.*

## CHAPTER LXXIV

### ADVERTISEMENTS

It is a well-established fact in the business world that the business man must advertise. It is not sufficient that he has good wares—he must make the public know that he has them, and he must, if successful, make the public feel that it is *for their interest* to patronize him in preference to others who are competing with him. These, then, are the two principles of successful advertising:

1. Attract the attention of readers who may be possible buyers.
2. Convince the possible buyers that you have the goods they need at the price they can afford to pay.

The attention of the public may be secured by what is "catchy" or attractive merely, but it is questionable whether "catchiness" alone or mere attractiveness will sell many goods. That something of these qualities is necessary to arrest the attention may be true, but there must be something more than these or *buyers* will not be forthcoming. The 200,000 readers who glance at the advertisement for passing amusement should not be in the mind of the writer, but the *500 who may be buyers*. For these he should write and make what he writes forceful enough and convincing enough *to sell goods*.

EXERCISE ONE HUNDRED FORTY-ONE

After carefully studying the above paragraphs, cut from the daily paper or some periodical five advertisements which you think possess all the good qualities named above.

Cut out five that you think merely "catchy."

Cut out five that you deem artistically attractive, but not forceful nor convincing.

## CHAPTER LXXV

### ADVERBS—Continued

**Comparison.**—Adverbs, like adjectives, are compared to show different degrees.

*a.* A few adverbs are compared by adding *er* and *est* to the simple form:

Often, oftener, oftenest.

*b.* A few are compared irregularly:

Well, better, best.

Far, farther, farthest.

*c.* Most adverbs are compared by means of *more* and *most*, *less* and *least.*

**Placing of Adverbs.**—*General.*—Place the adverb where it will most clearly show the meaning intended.

Notice the difference in meaning caused by placing the adverb before the verb and after the verb:

The firm nearly lost ten thousand dollars.

*Nearly* modifies *lost* and the sentence means that the firm almost, but not quite, lost ten thousand dollars, that is, they lost none.

The firm lost nearly ten thousand dollars.

*Nearly* modifies the adjective *ten thousand* and the sentence means that the firm lost almost this amount, that is, a little less than the amount named.

These two sentences, considered as statements of facts, are so widely different that one could not possibly be substituted for the other. One can not tell which is the correct form unless he knows what is in the mind of the speaker. It is obvious that misrepresentation of facts may easily be made through carelessness in the placing of the adverb.

*Special.—a.* An adverb naturally follows the verb it modifies unless the verb is followed by a complement or other lengthy modifiers:

They traveled slowly.

They slowly traveled the long and wearisome path up the mountain.

*b.* An adverb may separate the parts of a verb-phrase:

I should be greatly pleased to hear from you.

*c.* An adverb should never be placed between the infinitive and its sign *to:*

This is not sufficient fully to reimburse us.

EXERCISE ONE HUNDRED FORTY-TWO

Put in the proper place in the sentence the adverb in the parenthesis at the end:

1. The river runs its course down the sloping valley (rapidly).
2. This letter should have been written yesterday (certainly).
3. The rushing, roaring torrent tore down the mountain side (madly).
4. We are now prepared to fill all orders (promptly).
5. I was too much overcome to reply (properly).
6. The prisoner watched the judge's face (anxiously).
7. The man was pleased with his promotion (much).
8. You will have no other opportunity (perhaps).
9. The tunnel extends through the mountain (almost).
10. I expect to test the effects of the drug (thoroughly).

*d.* The words *only, merely* and *also* give the most trouble in placing. Sometimes they are adjectives and sometimes adverbs, and their different positions in the sentence convey very different meanings:

Only I heard him.

*Only* in this sentence is an adjective, and the sentence means that I (and no one else) heard him.

I only heard him.

*Only* is here an adverb. This means that I only *heard* him (that is, I did not see him or speak to him or anything of that kind).

I heard him only.

*Only* is an adjective in this sentence. The sentence means that I heard *him* (and no one else).

*He also went home* means that he as well as some one else went home.

*He went home also* means that he went home besides doing something else.

*Do not merely leave this book, but leave the other also* means that you should not only *leave* the book, but do something else to it (evidently not the meaning intended).

*Do not leave this book merely, but leave the other also* means that you should not leave just the *one* book, but the other also (probably the meaning intended).

EXERCISE ONE HUNDRED FORTY-THREE

Place the words *only, merely* and *also* in these sentences to express the meaning indicated:

1. I can hope for that (*only*—can hope and do nothing else).
2. They have been ordered to sell three of them (*only*—three and no more).
3. The father and the child were saved (*only*—no one but the father and the child).
4. The French lost many officers (*only*—the French and no others).
5. I spoke to him (*merely*—spoke and nothing else).
6. We are following your orders (*only*—following and nothing else).
7. This firm competed with us (*also*—this firm as well as others).
8. This firm competed with us (*also*—with us as well as with others).
9. They live by hunting and fishing (*only*—by hunting and fishing and nothing else).
10. We want to do what is right (*merely*—what is right and nothing else).

## CHAPTER LXXVI

## WANT ADVERTISEMENTS

If you read the daily or weekly paper, you have doubtless noticed that, besides the regular advertisements of business men, there are numerous short advertisements, usually in columns by themselves, in which those desiring employment and those wishing to employ make known their wants. Various other "wants," such as houses or rooms to rent or sell, second-hand articles to sell, lost and found articles, etc., are usually advertised in these columns also.

There is the same reason for brevity in these advertisements that there is in a telegram, as the cost is determined by the number of lines or words. Of course the number of issues in which the advertisement is to appear will also affect the cost.

Clearness must not be sacrificed to brevity or the purpose of the advertisement will be defeated.

**Announcements**—In this day of clubs, societies and organizations of all kinds for young and old, almost any one is likely to be called upon to write an announcement for the paper. This announcement may be of a meeting simply or it may be of some entertainment to be given. It should be characterized by conciseness rather than brevity. If it enter the paper as news, it may be fuller than if it be put in as a notice.

### EXERCISE ONE HUNDRED FORTY-FOUR

1. Cut from the paper an advertisement for (*a*) a position, (*b*) an employee, (*c*) a lost article, (*d*) one found, (*e*) rooms or house to rent, (*f*) some second-hand article for sale.

2. Write an advertisement for each of the above particulars.

3. Write an announcement of a football or baseball game that your school is to play with a team from some neighboring town.

4. Write an announcement of an entertainment to be given by some society.

**USE OF WORDS.—**

**Effect—affect.**

To *effect* is to accomplish; to *affect* is to change.

When he went away, he had not effected his purpose.

The price of a telegram is affected by its length.

*Effect*, meaning result, is a noun, but there is no noun, affect.

EXERCISE ONE HUNDRED FORTY-FIVE

Fill the blanks:

1. His object may or may not be ——, but he has certainly labored industriously for it.
2. The —— of the drug was to produce sleep.
3. Is the price of wheat —— by last summer's drought?
4. The combination of the two offices in one would —— a great saving.
5. My plans will not be —— by his action.
6. One can not tell what will be the —— of their change of policy.
7. It is not wise to —— too many changes at once.
8. The insurance companies were greatly —— by the San Francisco earthquake losses.
9. In many cases the —— of these losses was the failure of the company.
10. His policy was not —— by the reports of many failures.

## CHAPTER LXXVII

### ADVERBS—Concluded

**Cautions — Concluded.**—*Special.—a.* Participles should never be modified by *very* or *too:*

He was much (not very) pleased.

He was too much (not too) frightened to speak.

A caution about the spelling of the adverb *too* is necessary. Neither *two* nor *to* is ever an adverb, so there need not be confusion in the spelling of these three words if one be careful to notice the use of the words in the sentence. It may help to remember the *too* if the student keep in mind that this word means *also* or *more than enough:*

I, too, will go.

You bought too many goods.

EXERCISE ONE HUNDRED FORTY-SIX

Supply *to, too* or *two:*

1. I want —— hear him sing.
2. Did you buy —— of those cases?
3. He intends going —— the auction sale.
4. We were —— much grieved —— notice his absence.
5. Why not order —— dozen more?
6. That firm is —— reckless in expenses.
7. They —— lost in that bank failure.
8. You will wait until it is —— late —— buy —— advantage.
9. They would like —— go ——.
10. Those —— men are —— honest —— engage in any such scheme.

*b.* The adjective *that* should not be used for the adverb *so* before another adjective:

The box is about so (not that) high.

*c.* A double negative should not be used:

I have nothing to lose

or,

I haven't anything to lose (not haven't nothing).

ORAL DRILL CHART

I haven't any
I have none
I have no
He has nothing
He has none
She has no
We have none
They haven't any
You have no
He has not any
You have nothing
You haven't any
She has nobody
She hasn't anybody
He goes nowhere
He doesn't go anywhere

*d.* Do not use an adverb when an attribute complement is required nor an adjective when an adverb is required:

I feel bad (not badly), because the state of the subject is meant and not the manner of feeling.

The bird sings sweetly (not sweet), because the manner of singing is meant.

This has been mentioned in Chapter XXX, but it will bear repeating because of the many errors made in this usage.

*e.* The adjective *most* should not be used for the adverb *almost:*

We are almost (not most) there.

EXERCISE ONE HUNDRED FORTY-SEVEN

Choose the right word:

1. The lake looks (calm, calmly).
2. He spoke (calm, calmly).
3. The sky looks (clear, clearly).
4. Then we saw (clear, clearly).

5. You walk too (slow, slowly).
6. The man looks (bad, badly).
7. She wants it (bad, badly).
8. We listened (anxious, anxiously).
9. He sees (good, well).
10. This tastes (good, well).
11. The pain is (near, nearly) gone.
12. He stood (idle, idly), watching the men at work.
13. He stood, (idle, idly) watching the men at work.
14. That horse behaves (bad, badly).
15. We are (very, much) gratified at our success.
16. He was (most, almost) too young for so responsible a position.
17. He was (too, too much) chagrined to attempt it again.
18. This is (easier, more easily) said than done.
19. Don't say (nothing, anything) about it.
20. I was (that, so) surprised that I could not speak.

Form nouns from the following adjectives:

| | | |
|---|---|---|
| anxious | easy | responsible |
| idle | gratified | |

## CHAPTER LXXVIII

## DESCRIPTIVE WRITING

To describe a thing accurately, be it an object, a bit of scenery or a happening, is a somewhat difficult task, but to describe it clearly, vividly and entertainingly as well is more difficult still. All these qualities constitute the charm of a good description. Probably every one would gladly possess this power of description if he only knew where or how to acquire it. No one can give directions for its acquisition, but a few suggestions may be found helpful. First of all, it must be remembered that power comes through *continued intelligent exercise*, and not through spasmodic, haphazard attempts. If the student wish to learn to write good descriptions, he must learn how others have done it and then *practice*. While practice may not always "make perfect," it at least brings one nearer to perfection.

To know wherein an error lies is one step toward doing the right, hence if one know that a description is poor because of this or that, he may, by avoiding the same, write so much the better one himself.

**Orderly Arrangement.**—Many people, very many in fact, do not seem to know how to arrange the details of a description. They begin at the middle, at the end, anywhere but at the beginning. Their thinking is rambling, disconnected and fragmentary, and of course their speech and writing show the same characteristics. Such persons will never write good descriptions until they learn to think logically. This sounds general, but it may be made specific and clear by applying it to descriptive writing.

The details of a description should show orderly arrangement, that is, general impressions should precede specific, or detailed, impressions, or, in other words, the description of the whole should precede a description of its parts.

To illustrate: If one is describing a town, the general characteristics, such as location, surroundings, etc., should be given first, followed by particular details, as peculiar, interesting or especially beautiful spots.

If the element of time enter into the description, the logical arrangement is to begin at the beginning and proceed consecutively to the end.

**Clearness.**—The clearness with which one describes a thing will depend upon how closely he observes or has observed, and upon his imaginative power. If he has observed closely and can image clearly, he can probably describe so that others may see clearly. Of course orderly arrangement is essential to clearness.

It follows that the student should not attempt to describe anything which he himself can not see clearly or has not seen clearly. He simply invites failure in so doing.

**Other Qualities.**—Almost any one can, with a little patience and perseverance, learn to write clear and accurate descriptions, but whether every one can learn to write vivid and entertaining ones is an open question. What has been said about writing interesting letters exactly applies here. There must be the vivifying touch to lift it above the commonplace, or it may be clear and accurate, but dull and uninteresting. How is one to learn to write vividly and entertainingly? No one can tell. Study and imitation of the best descriptions will do much, but one must be something more than a mere imitator if he would succeed in anything.

### EXERCISE ONE HUNDRED FORTY-EIGHT

1. What four adjectives characterize a good description?
2. Write the opposites of these four adjectives.
3. Give the noun from each of these adjectives.
4. Give the verbs from which these nouns are formed —acquisition, error, characteristics, imagination (two verbs), perseverance.
5. Form nouns from these adjectives—probable, difficult, intelligent, continued, logical.
6. What is meant by the orderly arrangement of the details of a description?

7. Give equivalent expressions for "proceed consecutively" and "spasmodic attempts."

8. What two ways are recommended for learning to write vividly and entertainingly?

9. Fill the blanks:

Accuracy implies ——, for if a description is incomplete, it is to that extent inaccurate.

Clear thinking makes —— talking.

10. Give synonyms for haphazard, rambling, entertaining, orderly, accurate.

## CHAPTER LXXIX

## PREPOSITIONS

We have seen in Chapter XII that one of the elements of a sentence may be a phrase. The phrase expresses one idea that may sometimes also be expressed by a single word:

Wooden houses—houses of wood.
Thorny bush—bush with thorns.
French home—home in France.
My gift—gift for me or from me.

If we examine the construction of these phrases, we shall see that each consists of a noun or pronoun preceded by some word, such as of, in, with, for or from, which shows relation.

The nature of these relation words will be clearly seen in the following:

They sat *in* the trees.
They sat *behind* the trees.
They sat *under* the trees.
They sat *among* the trees.
They sat *beyond* the trees.
They sat *near* the trees.
They sat *beside* the trees.

One could not tell the relation which *trees* bears to *sat* without the words *in, behind, under*, etc.

Whether one should say broke *in*, broke *into*, broke *up*, broke *over*, broke *down* or broke *through*, depends upon the relation which one wishes to show between *broke* and what follows.

These relation words are called *Prepositions*.

*Note.*—The word preposition means *placed before*. The name originated in the fact that many of them used to be adverbs prefixed to verbs.

**Use of Prepositional Phrases.—**

Wooden houses—houses of wood.

Thorny bush—bush with thorns.

What part of speech is *thorny? Wooden?* What phrases take their place? Then as what part of speech are these phrases used? What do they modify?

He works patiently—He works with patience.

Be courteous always—Be courteous at all times.

What part of speech is *patiently?* What does it modify? What phrase takes its place? What does *always* modify? What part of speech is it? What phrase takes its place?

Prepositional phrases have the use of what two parts of speech? What may they modify?

### EXERCISE ONE HUNDRED FORTY-NINE

Use each of these as a preposition in a sentence:

| | | | |
|---|---|---|---|
| without | into | beside | over |
| in | to | up | of |
| across | above | through | after |
| against | between | behind | from |
| at | among | beside | by |

### EXERCISE ONE HUNDRED FIFTY

Change the modifying words to prepositional phrases and the phrases to modifying words when possible:

1. John's mother was frightened at the news.
2. The wind blew with great violence during the whole night.
3. The school children were strolling homeward.
4. School time should not be spent idly.
5. Much has been written about the scenery of the Alps.
6. The generous act of that firm was liberally rewarded.
7. An image of brass was erected in that place.
8. Those little homeless girls were treated kindly.
9. The manager spent the firm's money too freely.
10. They subscribed generously to the children's hospital.
11. Most houses requiring accurate accounting are now larger than formerly.
12. For it is true without doubt that accounts may be made to show more than the pupil sees in them.

## CHAPTER LXXX

## SOME DESCRIPTIVE WRITING

**Description of a Person.**—He arose and stepped quietly forward in response to the enthusiastic greeting of the vast audience.

In figure, he was not above medium height, and inclined to stoutness. I had expected to see a typical Scot, spare, raw-boned and sandy, but he who stood before us might more easily pass for a beef-eating Englishman than a native of the land of oatmeal cakes. He had the full face and clear complexion so characteristic of his Southern neighbor. His long residence in England may perhaps account for this.

When I had time to study him more closely, I was impressed with the firm, sweet mouth and penetrating eyes. Those eyes! We have all heard of people whose eyes seem to look clear through one; when this man's eyes were turned upon me, I felt that not only could he see through me, but his gaze traveled miles on the other side. It would give one a rather uncomfortable feeling if the expression of the whole face were not so kindly.

While speaking, his face kindles as from an inner flame, and such is his power that the faces of his listeners light up with a responsive gleam.

His voice is thin, but decidedly pleasant, the delicious Scotch intonation amply atoning for any lack of fullness.

But his smile is best of all—a smile not of the lips alone, but of the whole countenance, a reflex of the whole-souled, genial nature of the man who gave to the world Drumtochty and its charming annals.

Read in *Little Women*, by Louisa M. Alcott, the description of "Fifteen-year-old Jo."

In *Legend of Sleepy Hollow*, read Irving's description of Ichabod Crane.

### EXERCISE ONE HUNDRED FIFTY-ONE

1. Write a letter to a friend describing one of your classmates, but do not mention the name. (These should be read in class and the names guessed from the description.)
2. Describe some prominent man in your town or some noted person whom you have seen.
3. Find in some story a good description of a person.

## CHAPTER LXXXI

### PREPOSITIONS—Continued

**Choice of Prepositions.**—These little words are the source of many errors in speech because of the difficulty of knowing in each case just which preposition to use after a given word. There seems to be "neither rhyme nor reason" to guide one in the choice. This one is used with a certain word and that one is not used—the only guide to their correct use being memory. If, for instance, we wish to know whether to say "compare with" or "compare to," we must look up *compare* and *with* and *to* in the dictionary, and then remember that one thing is compared *with* another in *quality* and *to* another for the sake of *illustration.*

This compares very favorably with that.

He compared a child's mind to a sheet of paper upon which we may write what we will.

A list of words followed by their appropriate prepositions might easily be compiled and the student required to learn them. This would not, however, insure their correct use, for the student would be likely to remember the list as a list instead of learning to use the individual prepositions correctly when needed. The better way is to form the habit of looking in the dictionary when in doubt about any particular case and then to fix that use in mind.

There are, however, a few prepositions so commonly misused that attention should be especially called to them.

**Between—among.**

We divide or distribute between *two* and among *three or more.*

**In—into.**

*Motion toward* a place requires *into.*

He jumped into the water.

He jumped in the water.

Note the difference in meaning. The first means that from some place outside the water he went into the water by jumping. The second means that he was already in the water and then jumped.

**Like—as.**

The preposition *like* should never be used to introduce a clause; use *as* instead.

He talks just as (not like) you do.

"This writing is like yours" is correct, for *like* does not here introduce a clause.

(Some grammarians would not call *like* a preposition, but its use for *as* to introduce a clause is incorrect whatever it is called.)

**Different from.**

The preposition *from* should always follow *different* or *differently*. Never use *than* after either word.

My book is very different from yours.

He spoke differently from what I expected.

**Below—under.**

These words have reference to *place* and should not be used for *less* and *fewer* to refer to an amount or a number.

The bill is less than (not below) ten dollars.

There were fewer than (not under) fifty there.

(For the use of *less* and *fewer*, see Chapter LXXI.)

**Over—above.**

These words, like *below* and *under*, refer to *place* and should not be used for *more than*.

He does a business of more than (not above or over) ten thousand dollars a year.

EXERCISE ONE HUNDRED FIFTY-TWO

1. Write a sentence containing the word *different*, also one containing the word *differently*.
2. Write a sentence using *like* correctly as a preposition.

3. Explain the difference in meaning between
   The general urged his horse in the thickest of the fight, and
   The general urged his horse into the thickest of the fight.
4. Would you say, "The horses ran into the pasture," or "The horses ran in the pasture?" What difference in the meaning?

Fill the blanks:

5. I do not care to have you dress just —— other girls do.
6. He stepped right —— the water.
7. She acts so differently —— what she used.
8. The several firms divided the profits —— themselves.
9. He counted —— one hundred present.
10. The United States produced —— 250,000 tons of copper last year.

*Note.*—In written composition, a preposition at the end of a sentence is considered weak, but in conversation it is often allowable:

Whom were you talking to? (In speech.)
To whom were you talking? (In writing.)

## CHAPTER LXXXII

## SOME DESCRIPTIVE WRITING

**Description of a Room.**—As we drove into the great gateway of the inn, I saw on one side the light of a rousing kitchen fire beaming through a window. I entered and admired, for the hundredth time, that picture of convenience, neatness and broad, honest enjoyment, the kitchen of an English inn. It was of spacious dimensions, hung round with copper and tin vessels highly polished, and decorated here and there with a Christmas green. Hams, tongues and flitches of bacon were suspended from the ceiling; a smokejack made its ceaseless clanking beside the fireplace and a clock ticked in one corner. A well-scoured deal table extended along one side of the kitchen, with a cold round of beef and other hearty viands upon it, over which two foaming tankards of ale seemed mounting guard. Travelers of inferior order were preparing to attack this stout repast, while others sat smoking and gossiping over their ale on two high-backed oaken settles beside the fire. Trim housemaids were hurrying backward and forward under the directions of a fresh, bustling landlady; but still seizing an occasional moment to exchange a flippant word and have a rallying laugh with the group round the fire.

—Washington Irving.

### EXERCISE ONE HUNDRED FIFTY-THREE

See what you can do in writing a description of a scene in a restaurant or hotel, or if you have seen an old New England kitchen or some other particularly characteristic room, describe that.

**Description of a House.**—It was one of those delightfully irregular houses where you go up and down steps out of one room into another, and where you come upon more rooms when you think you have seen all there are, and where there is a bountiful provision of little halls and passages, and where you find still older cottage rooms in unexpected places, with lattice windows and green growth pressing through them. Mine, which we entered first, was of this kind, with an up-and-down roof, that had more corners in it than I ever counted after-

ward, and a chimney (there was a wood fire on the hearth) paved all round with pure white tiles, in every one of which a bright miniature of the fire was blazing. Out of this room you went down two steps into Ada's bedroom, which had a fine broad window, commanding a beautiful view. Out of this room, you passed into a little gallery with which the other best rooms (only two) communicated, and so, by a little staircase of shallow steps, down into the hall. But if, instead of going out at Ada's door, you came back into my room, and went out at the door by which you had entered it, and turned up a few crooked steps that turned off in an unexpected manner from the stairs, you lost yourself in passages, with mangles in them, and three-cornered tables, and a native-Hindoo chair, which was also a sofa, a box and a bedstead, and looked in every form something between a bamboo skeleton and a great bird cage, and had been brought from India nobody knew by whom or when. From there you came on Richard's room, which was part library, part sitting-room, part bedroom, and seemed indeed a comfortable compound of many rooms. Out of that you went straight, with a little interval of passage, to the plain room where Mr. Jarndyce slept, all the year round, with his window open, his bedstead without any furniture standing in the middle of the floor for more air, and his cold bath gaping for him in a small room adjoining. Out of that you came into another passage where there were back stairs, and where you could hear the horses being rubbed down, outside the stable, and being told to Hold up, and Get over, as they slipped about very much on the uneven stones. Or you might, if you came out at another door (every room had at least two doors), go straight down to the hall again by half a dozen steps and a low archway, wondering how you ever got back, or had ever got out of it.

—Charles Dickens, in *Bleak House*.

The use of the pronoun "you" in a description is not to be encouraged unless one be a master like Dickens.

EXERCISE ONE HUNDRED FIFTY-FOUR

Rewrite this description after reading it very carefully. Use your own language. Divide it into paragraphs.

Find in some novel or other book a description of some building which you think particularly good.

## EXERCISE ONE HUNDRED FIFTY-FIVE

Write a description of some well-known building in your vicinity without mentioning names.

(These may be read in class and the buildings named from the description.)

In the Description of a Room, page 226, explain the use of the comma,

1. After *inn*,
2. After *admired* and *time*,
3. After *convenience*,
4. After *broad*,
5. After *hams*,
6. After *kitchen* and *it*,
7. After *fresh*,

In the Description of a House,

8. After *mine* and *first*,
9. After *roof* and *afterward*,
10. After *if* and *door* (page 227).

## CHAPTER LXXXIII

### PREPOSITIONS—Concluded

The habit of looking up in the dictionary a preposition and the word after which it is to be used has been referred to in Chapter LXXXI. This can not be too strongly urged upon the student, for only thus can he be sure of the correct use.

EXERCISE ONE HUNDRED FIFTY-SIX

Determine what prepositions you would use after these words, consult the dictionary to see if you are right, then use in sentences:

1. Desire (noun).
2. Differ (three prepositions).
3. Divide.
4. Correspond (meaning agree or fit).
5. Angry.
6. Contradictory. (Can *of* be used?)
7. Appropriate. (Can *for* be used?)
8. Matter. (Is it right to say, "What is the matter *of* him?")
9. Parallel. (Is "Two lines are parallel *to* each other" good English?)
10. Preferable.

Are the following correct?

"Similarity *with,*" "repent *for,*" "receive *of,*" "oblivious *to,*" "named *for,*" "indispensable *for,*" "graduate *from,*" "dislike *for,*" "collide *against,*" "abhorrence *for.*"

In each case that is incorrect, substitute the right preposition.

## CHAPTER LXXXIV

## SOME DESCRIPTIVE WRITING

**The Spectator at the County Fair.**—Here they all are—the same gum-chewing, cream-candy-eating, popcorn-munching, peanut-cracking, lemonade-drinking crowd that was at the first fair in the beginning of time and will be at every fair till time shall end. Nervous, tired, anxious-looking mothers vainly striving to keep their numerous progeny in tow and prevent their being knocked down and trampled upon by the ever-moving human mass; blushing, giggling maidens with their attendant swains enjoyingly intent upon a bag of peanuts —and each other; the awkward country lad gazing open-eyed and open-mouthed at the gaudy, tinsel-bedecked performers on the platform before the various enticing side-shows, finally extracting the reluctant dime to exchange for a greasy ticket which permits him to pass within the mystic tent—to be "sold" again; the balloon-vender with his parti-colored wares swaying alluringly in the breeze; the cane man with the same row of ineffably ugly rag dolls looking so meek and unresentful in spite of their many thumpings; all are here, wandering up and down, to and fro, hither and yon, anywhere, nowhere, everywhere. The spectator watches them half-critically, yet with tolerance and an amused wonder at what some people call enjoyment.

**Burroing.**—If I were to tell you the whole story of my burroing experience, I should have to take you back to a summer ten years ago when I caught my first glimpse of the majestic Rockies, breathed my first breath of delicious, exhilarating mountain air and gazed my first gaze upon that serene-eyed, patient-looking, long-suffering, deceptively bland animal, called by the unfeeling the "Rocky Mountain canary," but in common parlance, the Rocky Mountain burro.

Tethered at every street corner in Manitou, these inoffensive-looking creatures tempt the unwary tourist to his undoing by seeming to offer a slow, but safe and easy means of "doing the sights." I went, I saw, I was tempted, but yielded not —the first time. I confess to a frivolous yearning to see what mountain climbing on the back of one of these creatures would be like, but never having ridden horseback in my life,

my courage was not equal to my desire, and "I passed by on the other side," with many a longing look in their direction. A saving sense of the ridiculous probably helped me to this determination, for no amount of personal vanity can blind one to the comical figure she makes mounted on one of these diminutive equines.

Ten years passed, and the summer found me again on the scene of my temptation. This time "I came, I saw"—I was conquered. When a burro party up Bear Creek Cañon was proposed, I threw fear and vanity to the winds and eagerly helped to make arrangements. From the standpoint of that day's experience—and I might remark in passing that one burro ride is the maximum human experience, for I have never met any one who cared to repeat the performance—I should not advise one to count on saving shoe leather by burroing instead of tramping. But I anticipate. . . .

EXERCISE ONE HUNDRED FIFTY-SEVEN

If you live in the city, watch the crowd on the street or study your street car neighbors for a few minutes, then write what you have seen.

If you live in a small town, write of what you have seen while waiting a few moments in a store on a busy Saturday afternoon, or describe a Fourth of July celebration.

Think of some scene you have enjoyed or some trip you have taken, and select some portion of it for description.

Watch the sun set and write a paragraph describing it. See how entertainingly you can describe what you saw while sitting a half-hour by your window.

## CHAPTER LXXXV

### CONJUNCTIONS

The doctor and the lawyer walked arm in arm.
He must lessen expenses or he will fail in business
He traveled over land and sea, but he did not regain his health.
He will surely fail, for he is a reckless buyer.
They do not expect that he will return very soon.

What word joins the two nouns in the first sentence? What word joins the two independent statements in the second? What word joins the two statements in the third? What word joins those in the fourth? In the fifth, what word joins the subordinate clause to the rest of the sentence?

Words that join words or phrases of the same rank or statements of the same or unequal rank are called *Conjunctions* (*con*, with or together, *jungere*, to join).

#### EXERCISE ONE HUNDRED FIFTY-EIGHT

Select the conjunctions:

1. I pity you, nevertheless I can do nothing.
2. He claims to be honest, but I know he is not.
3. If it is true, he ought not to publish it.
4. He is accurate, yet rapid.
5. He has no capital, and besides he is in debt.

Supply proper conjunctions:

1. They are poor, —— they will not accept charity.
2. The wind is rising, —— I can hear it howl.
3. I believed him, —— I trusted him.
4. I will ship the goods —— he so directs.
5. Do not give him credit —— you are sure of his standing.

**Cautions.—**

*a.* Do not use the prepositions *without* or *except* for the conjunction *unless*.

We shall not prosecute unless (not without or except) it is absolutely necessary.

*b.* *Either* and *whether* should be followed by *or*.

Either drawing or music must be taken.

Whether he will go or stay I do not know.

*c.* *Neither* and *not* should be followed by *nor*.

That accident was the fault of neither you nor me.

I shall not write nor will he.

*d.* *Else, other, otherwise* or any other comparative word should be followed by *than*.

He was nothing else than a thief.

Other business men than we were duped also.

*e.* *As—as* should be used in affirmative statements.

This account is as safe as the Bank of England.

*So—as* should be used in negative statements.

This account is not so safe as I thought.

*f.* *Whether*, not *if*, should be used to indicate two alternatives.

I do not know whether he will go (or not).

*g.* *And* should not be used in place of *to*, the sign of the infinitive.

Come to call at four.

EXERCISE ONE HUNDRED FIFTY-NINE

Choose the proper words to fill the blanks:

1. Come —— see us when you are in the city.
2. You must decide —— you will give him credit.
3. —— he —— I intend going to Europe this spring.
4. The business does not warrant the additional expense —— indeed need it.
5. There seems no other way —— this.
6. This failure was not —— bad —— was thought at first.
7. What else —— conviction could be expeeted.
8. Do not call on him —— you feel sure that you can make the sale.
9. I can not think otherwise —— that he intends to defraud.
10. Be sure —— tell him that the goods are of excellent quality.

## CHAPTER LXXXVI

### SOME BAD HABITS

**The "And" Habit.**—Young and careless writers and speakers seem to have no other conjunction than "and" at their disposal. They string together idea after idea, sentence after sentence, with only "and's" to join them, until one wonders if even fatigue will ever bring them to a stop.

I was walking along the street and saw a great crowd gathered at the next corner and they seemed very much excited and were looking intently at something on the ground and a burly policeman came along and he could scarcely part the crowd sufficiently to get near enough to find out the cause and—

and on and on, until the breath gives out or the story is ended.

This habit shows carelessness and slovenliness on the part of the speaker or writer unless the use of "and" be intentional. Occasionally the repetition of "and" adds strength, but one must know how and when to employ it.

Irving says:

Another of his sources of fearful pleasure was to pass long winter evenings with the old Dutch wives, as they sat spinning by the fire, with a row of apples roasting and sputtering along the hearth, and listen to their marvelous tales of ghosts, and goblins, and haunted fields, and haunted brooks, and haunted bridges, and haunted houses, and particularly of the headless horseman, or galloping Hessian of the Hollow, as they sometimes called him.

Here the repeated "and" is an evidence of strength, not of weakness. Irving does not use it because he is too careless or too indolent to think of other conjunctions, but he uses it intentionally because it best brings out his thought. This is very different from its use in the first illustration. Notice Dickens' use of it in the description of Bleak House.

**The "So" Habit.**—This little word "so" is almost as much overworked as "and." Indeed, it is no uncommon thing to hear them coupled in statement after statement:

And so he went into town and bought a new carriage and he wanted it immediately and so he told the dealer to send it out at once and the dealer said he would, but a storm came up and so he delayed sending it and so the man had to wait and—

What has been said in Chapter XVIII about compound sentences should be remembered. As a rule, the simple or the complex sentence is better than the compound, but this does not mean that the compound sentence should never be used. It is its over-use and particularly the one in which "and" is the only conjunction that should be avoided. Usually the sentence should contain but one main thought and the other details should be made subordinate to it.

EXERCISE ONE HUNDRED SIXTY

Improve the following:

1. Ichabod, who had no relish for this strange midnight companion, and bethought himself of the adventure of Brom Bones with the galloping Hessian, now quickened his steed in hopes of leaving him behind and the stranger quickened his horse to an equal pace and then Ichabod pulled up and fell into a walk, thinking to lag behind—and the other did the same and Ichabod's heart began to sink within him.
2. One among them was larger and handsomer than the others and had pleased his fancy by donning more nearly the Indian dress, and his breechclout was of dappled fawn skin and his long thigh-boots of deer hide were open at the hips and left exposed the clear whiteness of his hips and below the knees they were ornamented by a scarlet fringe and it was tipped with the hoofs of fawns and the spurs of wild turkey, and in his cap he wore the intertwined wings of the hawk and the scarlet tanager.
3. The lingerings in England of the holiday customs and rural games of former times recall the pictures my fancy used to draw in the May morning of life and I yet knew the world only through books and believed it to be all that poets had painted it and they bring with them the flavor of those honest days of yore in which I am apt to think

the world was more homebred, social and joyous than at present.

4. The two parties were thus in a state of distrust and irritation and the least spark was sufficient to set them in a flame and so the Indians, having weapons in their hands, grew mischievous and so committed various petty depredations and in one of their maraudings a warrior was fired upon and killed by a settler, and so this was the signal for open hostilities.
5. Improve the illustration under *The "And" Habit.*

## CHAPTER LXXXVII

## PUNCTUATION OF THE COMPOUND SENTENCE

If the parts of the compound sentence are short and closely connected, the comma is used to separate them:

> The rains descended, the floods came, and the winds blew and beat upon the house, and it fell, and great was the fall thereof.

If the parts of the compound sentence are longer and more loosely connected, the semicolon may be used:

> I see the mists descending; I hear the waves beat upon the rocks; I feel the ground shake beneath my feet.

### EXERCISE ONE HUNDRED SIXTY-ONE

Punctuate the following:

1. The little round window through which the light found its way into the garret was exactly opposite the door and lit up this form with pallid light. It was a pale puny meagre creature nothing but a chemise and skirt covering a shivering and chilly nakedness. A string for a belt a string for a headdress sharp shoulders protruding from the chemise a blond and lymphatic pallor red hands the mouth open and sunken the teeth gone the eyes dull bold and drooping the form of an unripe girl and the look of a corrupted old woman fifty years joined with fifteen.
2. Paying their rent was a mechanical impulse everybody would have had that impulse but he Marius should have done better.
3. The first was spare and had a long iron-bound cudgel the second who was a sort of colossus held by the middle of the handle with the axe down a butcher's pole-axe the third a broad-shouldered man not so thin as the first nor so heavy as the second held in his fist an enormous key stolen from some prison door.
4. The state to which after the shock of 1830 that part of the nation which is called the bourgeoisie aspired was not inertia it was not slumber which supposes a momentary forgetfulness accessible to dreams it was a halt.

## CHAPTER LXXXVIII

## INTERJECTIONS

There are in our language only the seven parts of speech already considered—nouns, verbs, pronouns, adjectives, adverbs, prepositions and conjunctions. There are, however, some other words that sometimes occur when one expresses strong feeling. Such words as ah, alas, pshaw, etc., belong to this class. They bear no relation to the other words of the sentence, but are simply "thrown between" them. They are therefore called *Interjections* (*inter*, between, *jacere*, to throw).

**Punctuation.**—All interjections but O should be followed by an exclamation point if used in a way to indicate strong feeling:

Alas! I can not go.

Otherwise only a comma should be used and the exclamation point placed at the end of the sentence:

Oh, that I could fly away and be at rest!

**Difference Between "O" and "Oh."**—*Oh* is an interjection of itself and follows the rule noted above:

Oh! you hurt me.

*O* is used only as a part of another expression and is never followed by either the exclamation point or the comma:

O dear and cherished one, I grieve for thee!

Both *O* and *Oh* should always be written with capitals.

### EXERCISE ONE HUNDRED SIXTY-TWO

Use each of these interjections in a sentence, being careful to punctuate correctly:

| | | | |
|---|---|---|---|
| Oh | hurrah | whoa | ah |
| pshaw | ahoy | aha | ho |
| alas | O dear | | |

## CHAPTER LXXXIX

### QUOTATIONS

It may be necessary even in a business letter to quote the exact words of another. There are certain marks (" ") used to enclose these words to show that they are quoted:

Your report says, "I find the market dull and uncertain," and you counseled delay in investing.

If the quotation is separated by any explanatory words, both parts of the divided quotation should be enclosed in quotation marks, and the explanatory words set off by commas:

"I do not know," he said, "why you select me for this task."

In a divided quotation, the explanatory words may come at the end of a sentence; if so, they should be followed by a period:

"You do not need to go," he said. "I have found some one else."

The first part of the quotation may be a question or an exclamation, in which case the interrogation or the exclamation point should be used and not the comma:

"Did you hear that sound?" said he.

Which comes first, the interrogation point or the quotation marks?

Notice which comes first in the sentence above, the comma or the quotation marks.

What each person says in a conversation usually constitutes a paragraph by itself.

#### EXERCISE ONE HUNDRED SIXTY-THREE

Copy five paragraphs of conversation from some book.

Capitalize and punctuate the following:

1. yes of course i said you ve been tramping in the sun and it s a very warm night
2. well and good said carnehan let me talk now dan we have been all over india on foot

3. they re a mixed lot said dravot reflectively and it won t help us any to know their names
4. are you at all in earnest i said
5. be sure to come down to the office to-morrow were their parting words
6. what do you think of that he said in english carnehan can t talk their language
7. heaven help you if you are caught with those things i said
8. good-by said dravot giving me his hand cautiously it s the last time we ll shake hands with an englishman these many days
9. you went as far as jericho with that caravan i said at a venture after you had lit those fires
10. very well dan i replied to the first terms i cheerfully agree

*Note.*—The above is given only to fix the student's attention on the details of punctuation. Much better drill is furnished by the teacher's giving many dictation exercises. It is better to have these selected at random from other books than to place them here where the student could, if he chose, become familiar with them, and thus their punctuation become a matter merely of memory. Besides this, dictation exercises will accustom the student to such work if he has need of it later in an office.

## CHAPTER XC

### USE OF THE APOSTROPHE

The use of the apostrophe to denote the possessive case has been discussed in Chapter XXVI.

The apostrophe is also used to denote omitted letters:

*I will* is contracted to *I'll, do not* to *don't, it is* to *it's*, etc.

Make a list of the contractions used in Exercise 163. Did you remember the apostrophe each time?

EXERCISE ONE HUNDRED SIXTY-FOUR

Write the contractions for the following and use each in a sentence:

| | | |
|---|---|---|
| 1. you will | 8. they would | 15. she is |
| 2. does not | 9. we are | 16. I have |
| 3. there is | 10. will not | 17. we will |
| 4. will not | 11. they have | 18. we have |
| 5. she will | 12. I would | 19. must not |
| 6. shall not | 13. you are | 20. can not |
| 7. you have | 14. they had | |

*Note.*—Be careful to distinguish between *its* (the possessive case of *it*) and *it's* (the contraction for *it is*).

It's true that every day brings its joys and its sorrows.

EXERCISE ONE HUNDRED SIXTY-FIVE

Write five sentences using one or the other or both of these words in each.

Fill the blanks with the contraction for *it is* or with the possessive of *it*:

I do not know whether —— advisable to change superintendents now.

—— not an easy thing to foresee the rise or fall of the market.

The house seemed firm on —— foundation, but the storm moved it.

## CHAPTER XCI

### NARRATION

The telling of little anecdotes or more extended happenings will often enliven an otherwise dull letter if the telling be done in an interesting way.

A story is more interesting if told in an orderly way—the details following each other in orderly sequence instead of being jumbled together in any fashion.

Quoting the exact words of a conversation will help to enliven a narration, if not overdone.

Only the important details should be given, so that there may be no danger of the story becoming wearisome.

#### EXERCISE ONE HUNDRED SIXTY-SIX

1. Write an account of an amusing incident in school life.
2. Write a letter to a friend giving an account of an amusing or interesting incident that happened while you were traveling or at a picnic or any other occasion.
3. Write a little anecdote that you have read.
4. Write a conversation of about a dozen paragraphs, either imaginary or one that you remember.
5. Reproduce an amusing anecdote that you have heard.

*Don't use too many "and's." Be careful of your punctuation and paragraphing.*

## CHAPTER XCII

### THE DASH

The dash is used to mark a sudden break in the thought or the construction of the sentence:

"Then we get among the hills—fourteen thousand feet —fifteen thousand—it will be cold work there."

Sometimes the dash is used to show hesitation on the speaker's part:

"The letter?—Oh!—The letter!"

The dash is used when the sentence takes an unexpected turn at the end.

See page 230 after "bag of peanuts" and after "mystic tent."

The dash is often used instead of the comma to set off explanatory expressions that are not closely related to the rest of the sentence:

"She was the most powerful person with whom he was brought into contact—always excepting the two remote and silent people beyond the nursery door."

#### EXERCISE ONE HUNDRED SIXTY-SEVEN

Use dashes where required, also all other necessary marks of punctuation:

1. Morning and evening it was his duty to salute his father and mother the former with a grave shake of the hand and the latter with an equally grave kiss
2. She like her charge knew nothing of the trouble between man and wife the savage contempt for a woman s stupidity on the one side or the dull rankling anger on the other
3. Now and again Miss Biddums begged for him the rare pleasure of a day in the society of the Commissioners child the willful four-year-old Patsie who to his intense amazement was idolized by her parents
4. I dont know said he hastily feeling that with one of those terrible grown-ups his poor little secret would be shame-

lessly wrenched from him and perhaps most burning desecration of all laughed at

5. He swung the great cheval-glass down and saw his head crowned with the staring horror of a fools cap a thing which his father would rend to pieces if it ever came into his office

See note, page 240.

## CHAPTER XCIII

### NARRATION—Continued

#### EXERCISE ONE HUNDRED SIXTY-EIGHT

Reproduce in your own words some short story you have read. Do not go too much into detail, but give the important things. Make it *interesting*.

After you have written this, look it over carefully with the following questions in mind:

1. Have you used "and" when some other conjunction would better express the relation?
2. Have you any proper nouns or adjectives? With what have you begun them?
3. Have you written the possessive case of the nouns and the pronouns correctly?
4. Do your verbs agree with their subjects in person and number?
5. Have you misplaced any adverb?
6. Have you interchanged an adverb and an adjective in any place?
7. Have you used the past tenses and the perfect participles correctly?
8. Have you spelled all the words correctly?
9. Have you used commas and other marks of punctuation where you should?
10. Have you shown evidence of the "sentence sense" by dividing into sentences correctly?
11. Can you vary or improve the expression by using any of the suggestions in Chapter LVII?
12. Have you divided into paragraphs correctly?
13. Have you used prepositions correctly?

## CHAPTER XCIV

## THE HYPHEN

The hyphen has two important uses—to separate the parts of a compound word and to separate the parts of a word when not all of it can be placed at the end of a line.

**Compound Words.—**

*a.* Compound words are made up of two or more simple English words; as,

web-footed, eyelid.

*b.* They are also made by a syllable from a foreign language prefixed to an English word:

non-resistance, ex-President.

In the latter case, the hyphen is always used, but in the former, it is used in some words and in others it is not, so that it is impossible to give any rule which will apply in all cases.

In general it may be said, that if two compounded words are in very common use, the hyphen should be omitted:

everywhere, railroad, blackboard.

Even *to-day* and *to-morrow* are not hyphenated by some authors.

If numbers of two digits or fractions are written in words, the hyphen should be used:

twenty-five, three-fourths.

Adjectives of which the latter part is a present or a perfect participle are usually hyphenated:

high-sounding, so-called, five-fingered.

The foregoing suggestions apply to but a few of the many compound words in our language. In most cases, the only way for the student to be sure of the correct use is to look in the dictionary.

### EXERCISE ONE HUNDRED SIXTY-NINE

Should the following words and expressions be hyphenated?

1. red haired
2. ten cent (adjective)
3. printing press
4. never to be forgotten

5. two fold
6. him self
7. brother in law
8. man of war
9. good by
10. milk pail
11. two thirds
12. wood box (meaning a receptacle for wood)
13. wood box (meaning a box made of wood)
14. hundred fold
15. self respect
16. forty eight
17. rosy cheeked
18. book keeper
19. short hand
20. out of the way

**Divided Words.**—If a word must be divided at the end of a line, the division should come at the end of a syllable. Of course words of one syllable should never be divided. It thus becomes a question of whether one can syllabicate a word correctly. Should a business letter contain a divided word?

The rule of good taste is to divide words as little as possible.

EXERCISE ONE HUNDRED SEVENTY

Syllabicate these words:

| | | |
|---|---|---|
| commercial | satisfactory | depreciated |
| college | inventory | liabilities |
| business | authority | accessory |
| account | marketable | misrepresented |
| question | shipment | necessitate |
| receptacle | enough | removal |
| representative | sufficient | money |

Rewrite this sentence in ten different ways, each time bringing a part of a different word or a different part of the same word at the end of the line:

I regard this attempt as an indication of impudent effrontery which should be rebuked.

## CHAPTER XCV

## REVIEW EXERCISE IN DESCRIPTION

### EXERCISE ONE HUNDRED SEVENTY-ONE

Look from the window of your room or of the school room and write a description of what you see.

*Observe closely first.* Do not make this a mere list of objects, but see if you can not invest this common scene with an interest by the way you write about it.

Describe your school-room in a way to interest an outsider, if possible.

Describe President Roosevelt as you see him, judging from pictures and descriptions of him which you may have read.

Criticise what you have written by means of the questions in Chapter XCIII.

## CHAPTER XCVI

## PROOF MARKS

It is often desirable, even necessary, to know the marks used by the printer to indicate errors in proof. These marks are few in number and not difficult to learn. Most of them will be found in the back part of the dictionary, but for convenience they are printed here.

Signs.—

- ꝺ —take out.
- ϑ —reverse the letter.
- # —more space between words, letters or lines.
- ⌒ —less space between words, letters or lines.
- ⌐ —bring a word farther to the left.
- ¬ —bring a word farther to the right.
- ] —indent.
- ⌐ —raise a letter or word that is below the line.
- ⌊ —lower a letter or word that is above the line.
- ⌐ —bring a word or words to the beginning of the line; also make a new paragraph (placed in text).
- ¶ —make a new paragraph (placed in margin).
- × —imperfect type.
- ‖ —straighten margin.
- Rom. —change from Italic to Roman.
- Ital. —change from Roman to Italic.
- s. c. —change to small capitals.
- Caps —change to capitals.

Punctuation Marks.—

- ⊙ —period.
- ’/ —apostrophe.
- ,/ —comma.
- “/” —quotation marks.

Abbreviations.—

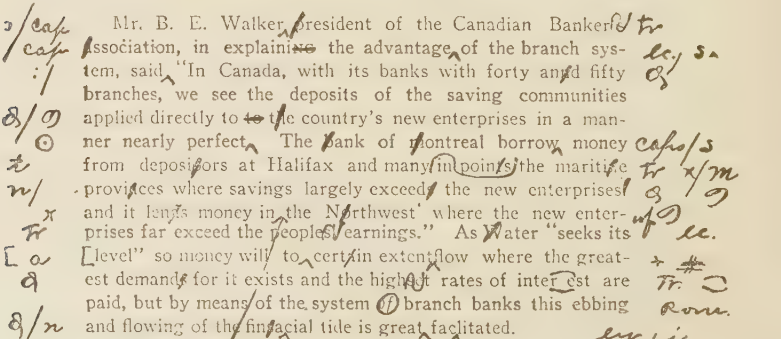
| | |
|---|---|
| l. c. | —use small letters. |
| stet. | —let it stand. |
| out, s. c. | —words lacking, see copy. |
| w. f. | —wrong font (meaning that the letter is of wrong font, or style). |
| tr. | —transpose (placed in margin). |
| Qu., Qy., or ? | —question (as to whether it is right). |

## Illustrations

1. *As the Compositor Set It Up.*

Mr. B. E. Walker president of the Canadian Banker's association, in explaininG the advantage of the branch system, said "In Canada, with its banks with forty annd fifty branches, we see the deposits of the saving communities applied directly to to the country's new enterprises in a manner nearly perfect The bank of montreal borrow money from deposioors at Halifax and many in points the maritine proviaces where savings largely exceeds the new enterprises' and it lends money in the Northwest' where the new enterprises far exceed the peoples' earnings." As Water "seeks its level" so money will to certain extentflow where the greatest demands for it exists and the highset rates of inter est are paid, but by means of the system *of* branch banks this ebbing and flowing of the finsacial tide is great faclitated.

2. *The Proof-sheet with Errors Indicated.*


Mr. B. E. Walker, president of the Canadian Banker's
Association, in explaining the advantage of the branch sys-
tem, said "In Canada, with its banks with forty and fifty
branches, we see the deposits of the saving communities
applied directly to the country's new enterprises in a man-
ner nearly perfect. The bank of montreal borrow money
from depositors at Halifax and many in points the maritime
provinces where savings largely exceed the new enterprises
and it lends money in the Northwest' where the new enter-
prises far exceed the peoples' earnings." As Water "seeks its
level" so money will to certain extent flow where the great-
est demands for it exists and the highest rates of interest are
paid, but by means of the system of branch banks this ebbing
and flowing of the finsacial tide is great faclitated.
Vancouver or in

## EXERCISE ONE HUNDRED SEVENTY-TWO

The teacher can easily obtain from any printer proof-sheets for correction and this should be done and the student required to practice reading them, indicating errors until he can use the marks intelligently.

## CHAPTER XCVII

## TWO MORE USES OF THE COMMA

The words *yes* and *no* should be followed by the comma:

"Yes, I hear what you say."

If the word *or* connects two words, phrases or statements that present alternatives, the comma should not be used:

You may accept his offer or reject it as you please.

He must pay the account or take the consequences.

I know not whether failure or success awaits me.

If the word *or* connects words, phrases or statements that mean the same thing the comma should be placed before it:

The Rocky Mountain burro, or the "Rocky Mountain canary" as it is often called, is a very small, insignificant animal.

**Summary of the Uses of the Comma.**—The comma is used:

*a.* To set off a phrase or clause out of its natural place in the sentence.

*b.* To separate a parenthetical or explanatory expression.

*c.* To set off the noun of address.

*d.* To separate the appositive noun.

*f.* To separate the parts of a compound sentence unless long or loosely connected.

*e.* To separate the non-restrictive clause.

*g.* To separate the explanatory words from the direct quotation.

*h.* To separate the interjection when the whole sentence is an exclamation.

*i.* To set off the words *yes* and *no*.

*j.* To set off a word or group of words preceded by *or* when they mean the same as the preceding words.

### EXERCISE ONE HUNDRED SEVENTY-THREE

Write a sentence illustrating each use of the comma noted above.

## EXERCISE ONE HUNDRED SEVENTY-FOUR

Punctuate and capitalize the following:

And she pressed the maidens head to her bosom still more firmly. lygia dropped to her knees after a while and covering her eyes in the folds of pomponias peplus she remained thus a long time in silence but when she stood up again some calmness was evident in her face.

i grieve for thee mother and for father and for my brother but i know that resistance is useless and would destroy all of us. i promise thee that in the house of caesar i will never forget thy words

once more she threw her arms around pomponias neck then both went out to the oecus and she took farewell of little aulus of the old greek their teacher of the dressing maid who had been her nurse and of all the slaves

one of these a tall broad shouldered lygian called ursus in the house who with other servants had in his time gone with lygias mother and her to the camp of the romans fell now at her feet and then bent down to the knees of pomponia saying

o mistress permit me to go with my lady to serve her and watch over her in the house of caesar

thou art not our servant but lygias answered pomponia but if they admit thee through caesars doors in what way wilt thou be able to watch over her

i know not mistress i know only that iron breaks in my hands just as wood does

when aulus who came up at that moment had heard what the question was not only did he not oppose the wishes of ursus but he declared that he had not even the right to detain him. they were sending away lygia as a hostage whom caesar had claimed and they were obliged in the same way to send her retinue which passed with her to the control of caesar. here he whispered to pomponia that under the form of an escort she could add as many slaves as she thought proper for the centurion could not refuse to receive them

there was a certain comfort for lygia in this. pomponia also was glad that she could surround her with servants of her own choice. therefore besides ursus she appointed to her the old tire woman two maidens from cyprus well skilled in hair dressing and two german maidens for the bath. her choice fell exclusively on adherents of the new faith ursus too had professed it for a number of years. she wrote a few words also committing care over lygia to neros freed woman acte.

## APPENDIX A

### LIST OF TITLES WITH ABBREVIATIONS

| | | | |
|---|---|---|---|
| Captain | Capt. | Major General | Maj. Gen. |
| Colonel | Col. | Mister | Mr. |
| Commodore | Com. | Mistress | Mrs. |
| Doctor | Dr. | Mademoiselle | Mdlle. |
| Gentlemen | Messrs. | Professor | Prof. |
| Governor | Gov. | President | Pres. |
| Honorable | Hon. | Reverend | Rev. |
| Lieutenant | Lieut. | Right Honorable | Rt. Hon. |
| Madame | Mme. | Right Reverend | Rt. Rev. |
| Major | Maj. | Very Reverend | V. Rev. |

## APPENDIX B

### LIST OF DEGREES WITH ABBREVIATIONS

| | |
|---|---|
| Bachelor of Arts | A. B. or B. A. |
| Bachelor of Civil Law | B. C. L. |
| Bachelor of Laws | LL. B. |
| Bachelor of Philosophy | Ph. B. |
| Bachelor of Science | B. S. |
| Civil Engineer | C. E. |
| Doctor of Civil Law | D. C. L. |
| Doctor of Divinity | D. D. |
| Doctor of Laws | LL. D. |
| Doctor of Medicine | M. D. |
| Electrical Engineer | E. E. |
| Graduate in Pharmacy | Ph. G. |
| Master of Arts | A. M. or M. A. |
| Musical Doctor | Mus. D. |
| Veterinary Surgeon | V. S. |

## APPENDIX C

### COMMON ABBREVIATIONS

| | | | |
|---|---|---|---|
| Ans. | answer | avoir. | avoirdupois |
| A. | accepted | bal. | balance |
| @ | at | bds. | boards |
| acct. | account | bbl. | barrel |
| A. D. | in the year of our Lord | B. C. | before Christ |
| ad lib. | at pleasure | bu. | bushel |
| adv. | ad valorem | cat. | catalogue |
| Aet. | aged | cf. | compare |
| agt. | agent | Ch. | chapter |
| A. M. | forenoon | cld. | cleared |
| amt. | amount | C. O. D. | collect on delivery |
| asst. | assistant | Cr. | Credit |
| atty. | attorney | ct. or ¢ | cent |
| av. | average | cwt. | hundred weight |
| ave. | avenue | dept. | department |

| | | | |
|---|---|---|---|
| D. H. | deadhead | mem. | memorandum |
| dis. | discount | mdse. | merchandise |
| D. L. O. | Dead Letter Office | M. O. | money order |
| Do. | ditto | mos. | months |
| doz. | dozen | MS. | manuscript |
| Dr. | debtor | MSS. | manuscripts |
| ea. | each | mt. | mountain |
| e. g. | for example | No. | number |
| et al. | and others | oz. | ounce |
| etc. | and so forth | O. K. | all right |
| et seq. | and following | P. | page |
| f. o. b. | free on board | pp. | pages |
| ft. | foot, feet | per cent. | by the hundred |
| gal. | gallon | pk. | peck |
| gro. | gross | prox. | next month |
| hdkf. | handkerchief | P. M. | afternoon |
| ibid | the same | P. O. | post office |
| i. e. | that is | qt. | quart |
| I. H. S. | Jesus, the Savior of men | recd. | received |
| in. | inch | R. R. | railroad |
| incog. | unknown | R. S. V. P. | answer, if you please |
| inst. | the present month | sq. | square |
| int. | interest | ult. | last month |
| I. O. U. | I owe you | vs. | against |
| Jr. | junior | viz. | namely |
| lb. | pound | yd. | yard |
| m. | noon | | |

## APPENDIX D

### SOME POSTAL INFORMATION

**Classes of Mail Matter.—**

First Class: Written or sealed matter.
Rate, 2 cents per ounce or fraction thereof.
Second Class: Periodicals.
Rate, 1 cent for 4 ounces or fraction thereof.
Third Class: Miscellaneous printed matter.
Rate, 1 cent for 2 ounces or fraction thereof.
Fourth Class: Merchandise.
Rate, 1 cent per ounce or fraction thereof.

**Regulations.—**

First-class mail will be forwarded if stamps for one ounce be upon it. If the postage be insufficient, the remainder will be collected on delivery. Limit of weight four pounds.

Letters will be returned to the sender free if request to that effect be placed upon the envelope.

Second-class matter can include no writing except the sender's name and address, otherwise it is subject to letter postage. Limit of weight four pounds.

Publishers are given special rates.

Fourth-class matter must be so wrapped that it is open to inspection. Limit of weight four pounds.

Second, third and fourth-class matter will not be forwarded except upon payment of original postage.

**Money Order Rates.—**

For orders for sums not exceeding $2.50 ..... 3 cents
If over $ 2.50 and not exceeding $ 5.00 ..... 5 cents
If over $ 5.00 and not exceeding $ 10.00 ..... 8 cents
If over $10.00 and not exceeding $ 20.00 .....10 cents
If over $20.00 and not exceeding $ 30.00 .....12 cents
If over $30.00 and not exceeding $ 40.00 .....15 cents
If over $40.00 and not exceeding $ 50.00 .....18 cents
If over $50.00 and not exceeding $ 60.00 .....20 cents
If over $60.00 and not exceeding $ 75.00 .....25 cents
If over $75.00 and not exceeding $100.00 .....30 cents

L&C